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ABSTRACT

All reading-related projects and reports were selected from "Research in Education," July 1967 to December 1968, for inclusion in this abstract bibliography. The reports included were processed by the staff of the ERIC Clearinghouse on Reading and were submitted to "Research in Education." The total list of 617 document references is divided into three parts. Documents in Part I are available from the ERIC Document Reproduction Service. Documents in Part II are not available from the ERIC Document Reproduction Service, but in many cases references to where these studies are published or information for ordering the documents is included with the abstracts. Documents in Part III were processed by the Clearinghouse for quick availability and, therefore, appeared in the first few pages of each issue of "Research in Education" prior to the regularly numbered documents. These cited documents are also available from the ERIC Document Reproduction Service. Each entry includes citation data, index terms, price information, order numbers, and a descriptive abstract. Detailed instructions for ordering microfiche or hard copies from the ERIC Document Reproduction Service are appended. (CM)

ED 032 453

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reading review series

Research on Reading from *Research in Education*

Dr. James L. Laffey
ERIC/CRIER Project Director

Catherine F. Siffin
Director of Publications

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Research on Reading
from Research in Education

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November, 1969

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Introduction

Research on Reading from Research in Education is part of the ERIC/CRIER Reading Review Series which was created to disseminate the information analysis products of the Clearinghouse. Four types of documents appear in the Series. The first type includes bibliographies, with descriptive abstracts, developed in areas of general interest. The second type consists of bibliographies of citations, citations and abstracts, or citations and annotations developed on more specific topics in reading. The third type provides short, interpretive papers which analyze particular reading areas. And the final type is composed of state-of-the-art monographs which evaluate research findings in a given field; provide guidelines for applying this research to classroom practice; and identify research needs.

Research on Reading from Research in Education provides a list of reading projects and reports processed for Research in Education by the staff of the ERIC Clearinghouse on Reading. Each edition of Research in Education from July 1967 to December 1968 was reviewed and the reports and projects relating to reading were selected for inclusion. The bibliography lists 617 informative documents which have been divided into three parts. Part I lists those documents which were processed by the Clearinghouse staff and are available from the ERIC Document Reproduction Service. Part II of the bibliography lists those documents which were processed by the Clearinghouse staff but are not available from the ERIC Document Reproduction Service. In some instances, these documents are available from a source listed in the document. Part III of the bibliography lists those documents which were processed by the Clearinghouse staff as quick availability documents (Q.A.D.). Normally, all reading documents would have an RE 000 000 document number as well as an ED 000 000 document number listed in Research in Education. However, since the input of these documents was facilitated for quick availability, they were assigned an AA document number and appear in the first few pages of each issue of Research in Education instead of being listed with the other RE documents.

Each entry in the bibliography includes citation data, index terms, and a descriptive abstract of the contents of the document. All documents in Parts I and III are available from the ERIC Document Reproduction Service, 4936 Fairmont Ave., Bethesda, Maryland. Complete information on microfiche and hard copy prices is included with each document along with the ED number necessary for ordering the document. Detailed instructions for ordering documents from the ERIC Document Reproduction Service are given at the end of this bibliography on page 396.

Part I

Documents Processed by ERIC/CRIER for Research in Education, Available from ERIC Document Reproduction Service

1. ED 010 752 RE 000 001
A Job Corps Center Reading Program.
By- Fry, Edward
Pub Date Dec 66
EDRS Price MF-$0.25 HC-$1.20 22P.

Descriptors- *Disadvantaged Youth, *Reading Materials, *Reading Skills, *Teaching Methods, Curriculum Evaluation, Curriculum Research, Dropout Rehabilitation, Educational Disadvantagement, Job Corps, Job Training, Reading Instruction, St. Petersburg.

A brief description of the Kilmer Job Corps Center and of the reading program conducted at the center is presented. The topics discussed include the population of the Job Corps Camp, the time alloted to various training activities, the teaching staff, the equipment of the reading clinic, the activities observed in four classrooms, a list of units from the School of Commercial Technology where printers were trained, and the general educational development program where students came to study for a high school equivalency examination. Some of the problems of operating a Job Corps Center, particularly those related to reading instruction, are examined. The problems mentioned include the creation of the best teaching-learning situation for the enrollees, the elimination of the high dropout rate, the control of the constant changes made in the organizational patterns and personnel, the expenditure of alloted money, and the relationship between the business organization running the camp and the university consultants. Informal conclusions are offered. This paper was presented to the annual meeting, National Reading Conference, "Junior College and Adult Reading Programs--Expanding Fields" (16th, St. Petersburg, December 1-3, 1966). (RH)

2. ED 010 753 RE 000 002
A Study of Dropouts from Adult Literacy Programs.
By- Nicholson, Eunice Otto, Wayne
Pub Date Dec 66
Contract OEC-5-10-154
EDRS Price MF-$0.25 HC-$0.85 15P.

Descriptors- *Adult Education Programs, *Adult Students, *Dropout Identification, *Dropout Prevention, *Elementary Education, Attendance, Dropout Characteristics, Economic Factors, Socioeconomic Influences, St. Petersburg.

The factors which might have caused adults to drop out of an adult basic education program were examined. This adult program was conducted in a small city in Wisconsin from January to June, 1966. Two teachers, a reading teacher and an English teacher, held class twice a week for 50 sessions. Thirty-eight adults ranging in age from 18 to 60 were divided into two groups according to reading levels. Sixteen adults completed the 50 sessions or 100 hours. Data were gathered by means of a questionnaire, and personal interviews with 10 of the 22 dropouts. The change to Daylight Saving Time, payment for child care and transportation, and change in job were factors affecting students' noncompletion of the program. Results confirmed the findings of the National Opinion Research Center that adults of the lower socioeconomic class drop out of adult education classes mainly for external or situational reasons. Implications are discussed, and recommendations and references included. This paper was presented at the National Reading Conference annual meeting (16th, St. Petersburg, December 1-3, 1966). (BK)

3. ED 010 754 RE 000 003
Adult Book Reading in the United States, A Preliminary Report.
By- Ennis, Philip H.
Chicago Univ., Ill., National Opinion Research Ctr
Report Number 105 Pub Date Sep 65
EDRS Price MF-$0.50 HC-$5.75 113P.

Descriptors- *Adult Programs, *Cultural Factors, *Library Services, *Reading Interests, *Socioeconomic Influences, Attitudes, Chicago, Community Resources, Interest Research, Interview, Leisure Time Reading, Reading Materials, Reading Research, Surveys, Tape Recordings.

The findings of a pilot study of the personal use of books by adults in the United States and of the factors which influence their reading are presented. Chapter I, "Reading--A Personal View," presents excerpts of interviews with businessmen, housewives, and students of the Chicago area who were chosen at random and who were willing to spend several hours talking about the influence of books in their lives. Chapter II, "Patterns of Reading--Quantitative," illustrates and analyzes the various combinations of experiences in childhood and adult life which either draw people to book reading or prevent them from becoming book readers. The amount of reading, sources of books, education and income differences, and types of reading preferred are a few of the many reading influences discussed. Chapter III, "The Availability of Books," documents the variation among communities in book availability and considers the problems of assembling and interpreting the data required for such documentation. The following questions are discussed--(1) what are the components of the book availability concept, (2) how do communities vary in book availability, (3) what differences in book reading result from these variations, and (4) what accounts for the differences in supplies of books in various communities. Examples of questionnaire wordings used, tables showing book availability, a graph illustrating the relationship between book and stationery store sales and bookstore sales, and a list of the cities involved in the National Opinion Research Center's 1946 library study are appended. (RH)

4. ED 010 755 RE 000 004
The Reading of the Culturally Disadvantaged.
By- McCrossan, John
Illinois Univ., Urbana, Grad Sch. of Lib. Science
Report Number OP-80 Pub Date Oct 66
EDRS Price MF-$0.25 HC-$2.20 42P.

Descriptors- *Culturally Disadvantaged, *Illiterate Adults, *Interest Research, *Reading Interests, *Socioeconomic Influences, Attitudes, Children, Cultural Factors, Library Services, Reading Ability, Reading Achievement, Reading Failure, Reading Materials, Urbana.

Aspects of reading related to culturally disadvantaged adults and children are surveyed. The main topics of discussion based on research and literature are reading ability of disadvantaged adults, reading ability of disadvantaged children, causes of reading problems among the disadvantaged, reading interests, library use by disadvantaged adults, and the kinds of reading preferred by disadvantaged adults. Culturally deprived people are defined as those Americans who belong to the lower socioeconomic group and who have fewer opportunities than the average citizen. Research on the reading ability of disadvantaged adults has shown that they read less than more educated people and comprise a large number of the American functional illiterates. Correlations were found between children's reading achievement and socioeconomic status. The home environment of lower class children contributes to reading retardation. Adults who have had more educational training tend to make greater use of library facilities. Lower class people read magazines and papers somewhat less than those from higher classes. Differences, however, are not as great as those found in book reading. A positive correlation exists between fiction reading and income level, and between choice of authors and socioeconomic level. Lower class people tend to read the newspaper for entertainment, sensational news, and pictorial material. Recommendations for libraries are made. A bibliography, general references, and tables are included. (BK)

5. ED 010 756 RE 000 006
The Readability of Science Textbooks for Elementary School.
By- Newport, John F.
Pub Date Oct 65
EDRS Price MF-$0.25 HC-$0.40 6P.

Descriptors- *Elementary Science, *Readability, *Reading Difficulty, *Textbook Evaluation, Instructional Materials, Spache Formula, Yoakam Formula.

An investigation was made of the readability levels of nine continuous series of elementary school science textbooks, grades 1-6. The following science series were evaluated--Allyn and Bacon, American Book Company, Ginn, Harper and Row, Heath, Lyons and Carnahan, Macmillan, Singer, and Winston. The Spache formula (Safier method) was applied to textbooks for grades 1, 2, and 3. The Yoakam formula was used for grades 4, 5, and 6. Results of the readability studies are presented in tabular form and discussed. Reading levels for fourth-, fifth-, and sixth-grade texts are reported to be too high because the word list on which the Yoakam formula is based is somewhat outdated. References are given. This article is published in "Elementary School Journal," 66, October 1965. (LS)

6. ED 010 757 RE 000 007
An Annotated Bibliography of Selected Research Related to Teaching Reading in the Secondary School, 1900-1960. Preliminary Draft.
By- Summers, Edward G.
Pittsburgh Univ., Pa., School of Education
Pub Date 3 Sep 63
EDRS Price MF-$0.75 HC-$9.70 192P.

Descriptors- *Bibliographies, *Reading Research, *Research Tools, *Secondary Education, Annotated Bibliography, Pittsburgh, Reading Instruction.

A preliminary draft of an annotated bibliography of selected research from 1900 to 1960 related to teaching reading in the secondary school is presented. Sources used in the development of the bibliography and the 35 categories of research developed are reported. A table indicating the separate categories and the number of studies in each category appearing prior to and after 1940 is included. The bibliography covers 1,110 studies from the published literature. This bibliography is published in the "Reading Teacher" research issues for 1962, 1963, and 1964. (BK)

7. ED 010 758 RE 000 008
An Annotated Bibliography of Selected Research Related to Teaching Reading in the Secondary School, Supplement 1961-1963. Preliminary Draft.
By- Summers, Edward G.
Pittsburgh Univ., Pa., School of Education
Pub Date Sep 64
EDRS Price MF-$0.25 HC-$1.80 34P.

Descriptors- *Bibliographies, *Reading Research, *Research Tools, *Secondary Education, Annotated Bibliography, Instruction, Pittsburgh, Reading, Supplement.

An annotated bibliography of selected research related to teaching reading in the secondary school is presented as a supplement to the listing of research which covered the period 1900-1960. The research included was published in the "Reading Teacher" research issues for 1962, 1963, and 1964. The categories condensed from the previous listing are: research compilations in reading, teachers of reading, reading achievement, tests and measurement, predisposing factors in reading, reading skills and teaching procedures, reading in high school, reading in junior high school, reading in the content fields, mass media and reading, readability, reading materials, reading difficulties, and reading interests, habits, and tastes. (RH)

8. ED 010 759 RE 000 009
Young Adults Ten to Fifteen Years after Severe Reading Disability.
By- Balow, Bruce Blomquist, Marlys
Pub Date Oct 65

EDRS Price MF-$0.25 HC-$0.45 7P.

Descriptors- *Attitudes, *Emotional Adjustment, *Longitudinal Studies, *Reading Clinics, *Reading Failure, Interview, Psychological Characteristics, Reading Improvement, Social Development, University of Minnesota Psycho Educational Clinic.

The present study was designed to obtain an overview of the social and psychological status of young adults who had been diagnosed as severely disabled readers in their elementary school years. Occupational position, level of education, level of reading skill, educational status, attitudes toward reading and remedial help, and marital status were assessed by telephone interviews and a testing session. The sample, 32 males between the ages 20 and 26, was studied initially at the University of Minnesota Psycho-Educational Clinic during the years 1948 to 1953. Selection of the sample was based on sex, age, clinical diagnostic classification, intelligence, and amount of retardation in reading. Only those pupils in a 50-mile radius, with no primary emotional disturbances or other handicapping conditions and with IQ's in the average range, were included in the study. Telephone interviews were completed with 23 subjects, and the tests of current reading and emotional status were given to nine of these subjects. Three groups of subjects were described--Group I, those who completed the telephone interview and who agreed to come in for testing, Group II, those who completed the telephone interview but refused to come in for testing, and Group III, those who were unavailable for interview. Results of the study are discussed, additional research is suggested, and tables and references are given. This article is published in "Elementary School Journal," 66, October 1965. (SP)

9. ED 010 760 RE 000 010

Programed Tutoring--A Teaching Aid and a Research Tool.
By- Ellson, D. G. And Others
Pub Date 65
EDRS Price MF-$0.25 HC-$2.80 54P.

Descriptors- *Beginning Reading Skills, *Lay Teachers, *Programed Tutoring, *Retarded Children, *Slow Learners, Comprehension, Grade 1, Individual Teaching, Kindergarten, Reading Materials, Reading Research, Word Recognition.

Ten experiments on the development and testing of the programed tutoring technique and its application to the teaching of beginning reading are summarized. The behavior of professionally untrained persons in this technique was programed in agreement with principles of learning and programed instruction for individual teaching. Four hundred children, including retarded children, slow readers, and unselected populations of children in kindergarten and first grade, were tutored for periods ranging up to nine semesters. With a few exceptions, including one "normal" first grader and several children with IQ's below 50, no tutored child failed to read. Programed tutoring was found to be most successful when used as a supplement to and coordinated with regular classroom teaching. When used this way, it produced significant improvement on standard tests which required sight-reading, comprehension, and word analysis. Tables, figures, appendixes, and references are included. This article is published in "Reading Research Quarterly," Volume 1, Number 1, Fall, 1965. (MD)

10. ED 010 974 RE 000 011

A Comparison of Two Methods of Reading Supervision.
By- Morrill, Katherine A.
Pub Date May 66
EDRS Price MF-$0.25 HC-$0.45 7P.

Descriptors- *Reading Consultants, *Reading Research, *Supervisory Methods, *Teacher Attitudes, Comparative Analysis, Connecticut, Consultation Programs, Grade 1, Group Activities, Individual Counseling, Inservice Teacher Education, Reading Achievement, Teacher Guidance, Teacher Supervision, Wallington.

The roles of a reading consultant in two situations--as a catalyst in a group and as a "helpful friend" in a one-to-one situation--were compared in a 1964 study. Thirty-five first-grade classrooms and 35 teachers in 10 schools in Wallington, Connecticut, were divided into two groups, in the five control schools (Method 1), consultant help was given at the request of the teacher or principal on a one-to-one basis. Teachers in the experimental group (Method

2) were released from class one-half day twice a month for a series of group meetings with the reading consultant to discuss problems and exchange ideas. A pupil-service inventory was completed by each participating teacher eight times during the 140-day study. Student growth was tested by a battery of tests including the Gates Primary Reading Test. Although no significant differences were found between experimental and control group test scores, Method 2 (experimental) was favored by teachers involved in the study. Teacher comments about Method 2 and consultant recommendations are given. While the statistical results did not favor Method 2, the value of the study was apparent in improved teacher attitude. This article is published in "The Reading Teacher," Volume 19, May 1966. (LS)

11. ED 010 975 RE 000 012
Self-Social Constructs of Achieving and Nonachieving Readers.
By- Henderson, Edmund H. And Others
Pub Date Nov 65
EDRS Price MF-$0.25 HC-$0.45 7P.

Descriptors- *Reading Research, *Retarded Readers, *Self Concept, Comparative Analysis, Individual Tests, Matched Groups, Personal Adjustment, Personality Assessment, Reading Clinics, Reading Disability, Reading Failure, University of Delaware.

The relationships of three personality concepts, differentiation, esteem, and individualism, to reading achievement and disability were explored. Thirty-two boys and 16 girls, age 7 to 14 with 1 to 6 years reading retardation at the University of Delaware Reading Study Center were matched with successful readers of the same age and sex. The school and college ability test and the sequential tests of educational progress were used to match the groups. All subjects were tested individually with a nonverbal test involving four tasks to determine the extent of differentiation, esteem, and individualism in their concepts. Achievement on each task by the two groups is reported and discussed. Retarded readers were characterized by a relatively high degree of dependency. Suggestions are made for remedial treatment emphasizing individual effort. References are given. This article is published in "The Reading Teacher," Volume 19, November 1965. (LS)

12. ED 010 976 RE 001 032
Individualized and Basal Primary Reading Programs.
By- Johnson, Rodney H.
Pub Date Dec 65
EDRS Price MF-$0.25 HC-$0.40 6P.

Descriptors- *Comparative Analysis, *Longitudinal Studies, *Reading Achievement, *Reading Programs, *Reading Research, Basic Reading, Control Groups, Experimental Groups, Grade 1, Grade 2, Grade 3, Individual Reading, Inservice Teacher Education, Program Evaluation, Wisconsin.

A 3-year study of the results of basal and individualized reading programs in 14 first-grade experimental and 14 control classrooms in eight school systems in Wisconsin is presented. Subjects included 359 boys and 349 girls. All experimental (individualized) classes were paired with control (basal) classes either in the same building or in the same community as a socioeconomic control factor. All children remained in the same type of program during the 3-year period. A continuous inservice training program, directed by the University of Wisconsin, was maintained for all participating teachers of both groups. Accomplishment was measured objectively at the initiation of the study and at the close of each year during the period. The study is concerned only with test scores and the comparison between total groups, which were matched initially by age, class size, length of school year, and pupil intelligence. Warnings and recommendations for teaching are included in the statement of results and conclusions drawn from the study. Tables are included. This article is published in "Elementary English," Volume 42, December 1965. (MC)

13. ED 010 977 RE 000 014
The Relationship between Measures of Pre-Reading Visual Discrimination and First Grade Reading Achievement--A Review of the Literature.
By- Barrett, Thomas C.
Pub Date 65
EDRS Price MF-$0.25 HC-$1.50 28P.

Descriptors- *Prereading Experience, *Preschool Tests, *Reading Achievement, *Reading Research, *Visual Discrimination, Letter Recognition, Pictures, Visual Discrimination, Word Recognition.

A review of the literature concerning the relationship between measure of prereading visual discrimination and first-grade reading achievement is given. The relative predictive power of visual discrimination of letters, words, geometric designs, and pictures when these abilities are studied individually and in combination is indicated. Studies investigating visual discrimination at the beginning of the first grade and reading achievement later in the first grade are included. The investigations are presented under three major categories--those that study the relationship between verbal-visual discrimination, those that relate non-verbal-visual discrimination, and those that compare the relationships of various types of visual discrimination with reading achievement when these relationships are obtained under similar conditions. Tables and references are included. (HJ)

14. ED 010 978 RE 000 015
English Words of Very High Frequency.
By- Card, William McDavid, Virginia
Pub Date May 66
EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *Comparative Analysis, *Language, *Reading Research, *Structural Analysis, *Syntax, Adult, English, Readability, Vocabulary.

The bias of the frequency of the 122 most commonly used English words was studied. The method used to assemble these data is described fully. The most frequently used words were taken from a dissertation by George K. Monroe, "Phonemic Transcription of Graphic Postbase Affixes in English," Godfrey Dewey, "Relative Frequency of English Speech Sounds," Miles L. Hanley, "Word Index to James Joyce's Ulysses," and Henry D. Rinsland, "A Basic Vocabulary of Elementary School Children." All but the Rinsland list were taken from adult reading material. Words were arranged in rank order. The frequencies of the various studies were recorded. Data were compared according to specific words as well as according to structure words. References are included. This article is published in "College English," May 1966. (BK)

15. ED 010 979 RE 000 016
A Three-Year Longitudinal Study Comparing Individualized and Basal Reading Programs at the Primary Level. An Interim Report.
By- Johnson, Rodney H. And Others
EDRS Price MF-$0.50 HC-$3.20 62P.

Descriptors- *Comparative Analysis, *Longitudinal Studies, *Reading Achievement, *Reading Programs, *Reading Research, Basic Reading, Experimental Groups, Grade 1, Grade 2, Grade 3, Individualized Reading, Inservice Teacher Education, Lakeshore Curriculum Study Council, Program Evaluation, Wisconsin.

An interim report of a 3-year longitudinal study comparing individualized and basal reading programs at the primary level by the Lakeshore Wisconsin Curriculum Study Council is presented. Different approaches to materials, procedures, grouping, and sequence as integral parts of the reading program were examined. Individualized reading was defined to include material selected by students with teacher guidance, teacher-pupil conference as the instructional procedure, flexible grouping, and nonsequential skill development. In the basal approach, material was preselected, and group instruction was provided. Skills were developed sequentially. Fourteen first-grade experimental and 14 first-grade control classrooms participated on a voluntary basis. Continuous inservice training was conducted. Data were derived from the Science Research Associates (SRA) Primary Mental Abilities Test, Metropolitan Achievement Test, sociograms, interviews, logbooks, self-concept scales, questionnaires, the SRA Reading Comprehension Test, and the SRA Vocabulary Test. Mean scores, z scores, difference scores, and f tests were used to analyze the data. Children in individualized reading programs showed significantly better reading achievement than children in basal reading programs. Complete results, implications, tables, references, and a summary report of a pilot study on individualized reading are included. (BK)

16. ED 010 980 RE 000 017
A Comparison of White and Negro Ninth Grade Students' Reading Interests.
By- Olson, Arthur V. Rosen, Carl L.
Pub Date Feb 67
EDRS Price MF-$0.25 HC-$0.70 12P.

Descriptors- *Racial Differences, *Reading Interests, *Reading Materials, *Reading Research, *Sex Differences, Biracial Schools, Caucasian Students, Comparative Analysis, Grade 9, Negro Students, Questionnaires, Southeastern United States, Verbal Intelligence, Vocabulary.

An investigation of the similarities and differences, by race and sex, of specific students enrolled in two recently integrated high schools in the southeastern United States is reported. Subjects were 264 ninth-grade pupils--140 Negroes and 124 Caucasians. To measure reading interests and choice of materials, a 40-item questionnaire was constructed. Six items measured source of reading, 34 items measured reading interests. Answers were chosen from six choices which ranged from like very, very much to dislike very, very much. The California Test of Mental Maturity, Short Form, Level 4, and the California Reading Test, Advanced Form, were administered to all pupils. Chi square was used to determine the significance of the order of the ranks. There was a significant difference between verbal intelligence and reading vocabulary in favor of the Caucasian students. Eighteen items on the questionnaire differed significantly. Responses of Negroes appeared to be heavily weighted in positive-choice categories. Caucasian responses were more widely distributed. Negro pupils expressed stronger choices for reading current material and stronger interests in social relations, romance, teen-age problems, humor, and occupational areas. Other findings, tables, conclusions, and references are included. (BK)

17. ED 010 981 RE 000 018
Visual Deficiencies and Reading Disability.
By- Rosen, Carl L.
Pub Date Oct 65
EDRS Price MF-$0.25 HC-$0.45 7P.

Descriptors- *Bibliographies, *Reading Difficulty, *Reading Research, *Vision, Research Problems, School Responsibility, Visual Perception.

The role of visual sensory deficiencies in the causation reading disability is discussed. Previous and current research studies dealing with specific visual problems which have been found to be negatively related to successful reading achievement are listed--(1) farsightedness, (2) astigmatism, (3) binocular incoordinations, and (4) fusional difficulties. Four primary responsibilities of the school concerning visual problems as applicable to the classroom teacher are cited--(1) the detection of visual problems, (2) the referral of the child to those professionally qualified, (3) the adjustments of instruction technique, methods, and expectations based upon the nature and severity of the visual problem, and (4) leadership and participation in research. A bibliography is included. This article is published in the "Journal of Reading," Volume 9, October 1965. (MD)

18. ED 010 982 RE 000 019
Programed Instruction.
By- Kingston, Albert J. Wash, James A.
Pub Date Nov 65
EDRS Price MF-$0.25 HC-$0.50 8P.

Descriptors- *Audioinstructional Aids, *Programed Instruction, *Programing Problems, *Reading Research, College Instruction, Grade 10, Grade 11, Grade 12, Grade 9, Linear Programing, Teaching Machines.

The sources of confusion involved in initiating programed instruction in the classroom are listed--(1) specialized vocabulary dealing with the field, (2) types of machinery which range from the highly complex to the very simple, and (3) different modes of programing. The characteristics of true programed formats are given--(1) the materials are designed so that a student sets his own rate of learning, (2) a student must actively interact with the materials, (3) the student's response is immediately reinforced so that he knows whether he is right or wrong, and (4) the content is introduced in small bits in the linear program and in measured bits in the intrinsic program. Research dealing with many phases of programed learning is briefly summarized and a bibliography is appended. This article is published in the "Journal of Reading," Volume 9, November 1965. (MD)

19. ED 010 983 RE 000 020
Cloze Readability Procedure.
By- Bormuth, John R.
California Univ., Los Angeles
Report Number CSEIP-OR-1 Pub Date Feb 67
EDRS Price MF-$0.25 HC-$1.55 29P.

Descriptors- *Cloze Procedure, *Measurement Techniques, *Program Evaluation, *Reading Comprehension, Los Angeles, Measurement Instrument, Programed Materials, Readability, Validity Research.

The cloze readability procedure for evaluating the comprehension difficulty of written instructional materials was studied. Research bearing on the validity, the formal characteristics, and the application of the cloze readability procedure are reviewed. The research on validity is arranged under the following topics--measurement of post-reading knowledge, measurement of knowledge gain, measurement of passage difficulty, and cloze test reliability. Research on application includes--designing the testing procedure, multiple sampling problems, designs, problems, deletion procedure, test administration, scoring procedure, interpretation of scores, criterion score, and reporting passage procedure seemed to result in valid measurements of the comprehension difficulty of written instructional materials. Its advantages are that (1) test items are easily made, (2) irrelevant sources of variance are not injected into the measurement of difficulty, (3) results are more valid than presently available readability formulas, and (4) it is applicable to a wide range of evaluation tasks. A bibliography is included. (RH)

20. ED 010 984 RE 000 021
Reading Comprehension Development as Viewed from the Standpoint of Teacher Questioning Strategies.
By- Guszak, Frank J.
EDRS Price MF-$0.25 HC-$0.85 15P.

Descriptors- *Reading Comprehension, *Reading Research, *Student Teacher Relationship, *Teacher Role, Grade 2, Grade 4, Grade 6, Group Dynamics, Reading Comprehension Inventory, Reading Processes, Teaching Methods, Teaching Procedures, Test Construction, Texas.

An investigation to develop practical and economical means for describing reading comprehension skills and to determine teacher strategies for developing these comprehension skills was conducted. The "Reading Comprehension Inventory" was developed from a synthesis of elements commonly agreed to constitute reading comprehension. The inventory included recognition, recall, translation, conjecture, explanation, and evaluation. These components were adopted from a classification scheme by Aschner and Gallagher. A pilot study indicated that the instrument could be used reliably by different judges. Four major strategy areas of teacher questioning about reading content were identified--incidence of question types, incidence of congruence between the question and response, manipulation of the interaction surrounding a single question, and relating questions to one another. A sample of four teachers and their students at each of the grade levels 2, 4, and 6 were randomly selected from a population of 106 teachers in a public school system in Texas. Each reading group was observed. Interactions between teacher and pupils were tape recorded during a 3-day period. The incidence of question types was analyzed. Tables, conclusions, implications, and references are included. (BK)

21. ED 010 985 RE 000 022
The Effect of Direct Instruction in Vocabulary Concepts on Reading Achievement.
By- Lieberman, Janet E.
Pub Date Feb 67
EDRS Price MF-$0.25 HC-$0.80 14P.

Descriptors- *Concept Formation, *Reading Achievement, *Reading Research, Comparative Analysis, Context Clues, Diction, Experience, Grade 5, Greek Myths, Iowa Reading Test, Matched Groups, Structural Analysis, Teaching Methods, Vocabulary, Vocabulary Development.

The effectiveness of teaching vocabulary concepts through direct experience and the influence on reading achievement and concept achievement were studied. Forty-two fifth-grade pupils divided into 21 pairs matched on sex and intelligence were assigned randomly to an experimental and control group. For 19 weeks, twice a week for a total of 40 lessons the experimental group was taught vocabulary emphasizing instruction through direct experience. The control group, for the same period of time, received regular instruction which stressed diction, structural analysis, antonyms, synonyms, and context clues. Alternate forms of the Iowa Reading Test and a vocabulary list were administered as a pre- and post-test to measure reading achievement and concept achievement respectively. Both the experimental and control groups gained significantly in reading achievement and concept development. No significant difference in reading achievement between the groups was found. However, the experimental group showed significantly greater gains in concept achievement. Teaching procedures and materials are described. Implications, suggestions for future research, and references are included. (BK)

22. ED 010 986 RE 000 023
Counseling and Reading Skills for the Terminal Student.
By- Schoenbeck, Paul H.
Pub Date 1 Dec 66
EDRS Price MF-$0.25 HC-$1.00 18P.

Descriptors- *College Instruction, *Guidance Counseling, *Reading Programs, Achievement, California, Classroom Environment, Group Tests, Problems, Reading Ability, Remedial Reading, Terminal Education.

The counseling techniques and reading skills for terminal students at Miracosta College in California are discussed. At Miracosta College, students are administered a standard group diagnostic reading test. To insure common understanding of their abilities and deficiencies, they are informed of test results. Reading materials 2 years below the level indicated by the standardized test are used initially. Initial success as well as classroom climate is important. Counseling is conducted at the same time as remedial reading is taught and is a continuous process. Self-evaluation is also continuous. Problem areas include the lack of diversified material, the lack of trained teaching personnel, the lack of public awareness, and the use of letter grades as an evaluative device. The benefits from the program are increased enrollment, low dropout rate, demands for community service, realistic self-appraisal by the student, and demand for inservice training. This paper was presented to the National Reading Conference (St. Petersburg, December 1, 1966). (BK)

23. ED 010 987 RE 000 024
Linguistics and Reading, A Selective Annotated Bibliography for Teachers of Reading.
By- Broz, James, Jr. Hayes, Alfred S.
Center for Applied Linguistics, Washington, D.C.
Pub Date 66
EDRS Price MF-$0.25 HC-$1.55 29P.

Descriptors- *Bibliographies, *Language Development, *Linguistics, *Non English Speaking, District of Columbia, Language, Language Handicaps, Language Instruction, Language Tests, Nonstandard Dialects, Reading Difficulty, Reading Instruction, Reading Processes, Speech, Written Language.

An annotated bibliography of books, articles, bibliographies, and studies in linguistics compiled by the Center for Applied Linguistics for teachers of reading is presented. The materials are listed chronologically in three groups--Part 1, 1942-66, general references reflecting the thinking of linguists about language, its development and growth in the child, and relationships between speech, print, and the reading process, Part 2, 1960-66, references dealing with special language problems of speakers of nonstandard varieties of English often associated with the school problems of disadvantaged youth, and Part 3, 1945-65, a limited number of references to the special English language problems of speakers of other languages, including some material on testing English language proficiency.

Because little work had been done on the reading problems of speakers of a divergent dialect or of a foreign language, Parts 2 and 3 of the bibliography contain a few references dealing specifically with reading. References to other bibliographies published by the center are included in Part 3. An alphabetical index of authors is provided. This document is also available from the Education and Research Program, Center for Applied Linguistics, 1717 Massachusetts Ave., N.W., Washington, D C. 20036. Single copies are free. Additional copies are $0.25 each. (LS)

24. ED 010 988 RE 000 025
I. T. A. - What Next.
By- Downing, John
Pub Date 2 Dec 66
EDRS Price MF-$0.25 HC-$1.55 29P.

Descriptors - *Elementary Education, *Initial Teaching Alphabet, *Orthographic Symbols, *Reading Research, *Written Language, Experimental Teaching, Great Britain, Language Enrichment, Reading Instruction, Spelling, Word Recognition.

The necessity of keeping an experimental, open-minded outlook toward further improvement in the Initial Teaching Alphabet (ITA) is stressed. A limited amount of research has led to the conclusion that the traditional orthography of English is an important cause of difficulty in teaching as well as in learning reading and writing in English-speaking countries. Apparently, the original ITA idea has been misconstrued in a large number of American schools. The misconceptions in a publication by V. Ohanian (1966), "Control Populations in ITA Experiments," are discussed. These American alterations are contrasted with the typical British method of teaching ITA experimental classes. Future use of ITA depends on research to improve the writing system itself in order to provide greater effectiveness in the transfer to reading and writing in the conventional orthography of English. Influences which might hinder the improvement of the ITA concept are discussed and references are given. This paper was presented to the National Reading Conference (St. Petersburg, December 2, 1966). (RH)

25. ED 010 989 RE 000 033
The Reading-Arithmetic-Skills Program, A Research Project in Reading and Arithmetic.
By- Corle, Clyde G. Coulter, Myron L.
Pennsylvania School Study Council, University Park
Pub Date 64
EDRS Price MF-$0.50 HC-$3.10 60P.

Descriptors- *Achievement Rating, *Arithmetic, *Elementary School Students, *Reading Skills, *Relationship, California Arithmetic Test, California Reading Test, Correlation, Grade 4, Grade 5, Grade 6, T Ration, Tests of Significance, University Park, Verbal Reading Arithmetic Skills Program (RASP), Word Problems.

An investigation was made to determine whether students who received specific assistance with reading skills in arithmetic showed superior achievement in their reading and arithmetic when compared with a similar group who did not receive such assistance. Fifteen schools were selected from approximately 70 member school districts of the Pennsylvania School Study Council. Two fourth-, fifth-, and sixth-grade classes were selected from each school. One class served as the experimental group and the other as the control. Data for each of the experimental and control classrooms are included. Alternate forms of the California Reading Test, the California Arithmetic Test, and the RASP Test developed by the investigators were administered as pre- and post-tests in 10 reading competencies believed to be necessary for solving verbal arithmetic problems. Classroom teachers were given directions for the instructional periods. Mean gains, correlations, factor analysis, and eigen value were used to analyze the data. On each achievement test, the mean gain in scores from pre- to post-test was greater for the experimental groups. Correlations between subtests were positive. The size of the correlation increased at each grade level. A general factor accounted for 72 percent of the variance. Conclusions, recommendations, and implications are presented. A bibliography and tables are included. (BK)

26. ED 011 223 RE 000 013
Beginning Reading Patterns and Preschool Emotional Problems.
In Educ. Horiz., 44/3-9, Fall 1965
By- Carrithers, Lura M.
Pub Date 65
EDRS Price MF-$0.25 HC-$0.55 9P.

Descriptors- *Emotional Problems, *Preschool Children, *Psychological Patterns, *Reading Achievement, *Reading Development, Grade 1, Preschool Evaluation, Reading Failure, Reading Patterns, Reading Research, Student Attitudes.

Four hypotheses were investigated in a study designed to discover whether reading patterns and success during children's primary years could be anticipated from emotional classifications determined during their preschool years. It was hypothesized that children with emotional difficulties during preschool years would have more difficulty learning to read, follow different reading patterns, and have more negative attitudes. Also, it was hypothesized that assessment of emotional classifications during preschool would provide clues to later reading difficulties. The subjects were 61 children enrolled in the Campus Elementary School at the University of Wisconsin-Milwaukee. All were given an emotional classification at the preschool level by a qualified school psychologist, by a social worker who visited the mother at home, and by the children's teachers. Certain reading patterns were outlined, and the children were tested three times each year with the Gray Oral Reading Paragraphs for evidence of following these patterns. Reading achievement was determined by the Metropolitan Achievement Test given each spring. Reading attitudes were rated by a trained research assistant. In general, all hypotheses were accepted. Implications for education and references are provided. This article is a reprint from "Educational Horizons," Fall 1965. (RH)

27. ED 011 224 RE 000 032
A Supplement to the Inventory of Projects and Activities in Reading and English.
By- Hayes, Alfred S. Babylon, Sally
Center for Applied Linguistics, Washington, D.C.
Pub Date Jul 66
EDRS Price MF-$0.25 HC-$2.25 43P.

Descriptors- *Curriculum Research, *Instructional Improvement, *Language Arts, *Reading Research, *Remedial Reading, Audiovisual Aids, College Programs, District of Columbia, English, Enrichment Programs, Grade 1, Grade 10, Grade 11, Grade 12, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Inservice Teacher Education, Linguistics, Material Development, Surveys.

A supplement to the inventory of projects and activities in reading and English published in February 1966 is presented. A new topical index was added which should increase the usefulness of the supplement. Programs, projects, and activities designed to evaluate and to improve the teaching of reading and English in schools and colleges are described briefly. The descriptions of programs are arranged by state and by level of instruction. The names and affiliations of responsible personnel are clearly indicated. The inventory includes information on the following types of activities--(1) action programs to exploit advances in linguistic sciences and related fields, (2) projects and activities to explore ways of handling the special language problems of speakers of nonstandard varieties of English, (3) school-based comparative experiments, (4) studies of language arts and English curriculums with a view to modification or revision, (5) projects to prepare new teaching materials and/or tests, (6) projects to exploit audiovisual aids, and (7) scholarly research directly related to any of the above. The projects included were not completed prior to August 1965. (RH)

28. ED 011 225 RE 000 038
Evaluation of National Defense Education Act Institutes for Advanced Study in Reading, 1965. Final Report.
By- Stauffer, Russell G. And Others
International Reading Assn., Newark, Del.
Pub Date Nov 65
EDRS Price MF-$0.50 HC-$5.15 101P.

Descriptors- *Evaluation, *Evaluation Techniques, *Program Evaluation, Faculty Evaluation, Interviews, Newark, Reading Improvement, Reading Materials, Reading Programs, Teacher Evaluation.

An evaluation of 34 institutes under the National Defense Education Act (NDEA) for advanced study in reading was conducted by the International Reading Association to elicit information in the following areas--(1) congruence of program with details of the original proposal, (2) effectiveness of the implementation of program content, (3) efficiency of administration, and (4) appropriateness of the physical conditions. Visiting teams conducted interviews with institute directors, staff members, and participants with the aid of checklists. Summaries of the interview findings and the general reactions of the visiting regional directors are included in the report. Recommendations for future institutes conclude the report. The members of the visiting teams and the NDEA institutes for advanced study in reading, 1965, the names of the evaluation personnel and the checklist items used to guide the interviews are provided. (RH)

29. ED 011 226 RE 000 054
Teacher Verbal Cues and Pupil Performance on a Group Reading Test.
By- Lamb, George S.
Pub Date 65
EDRS Price MF-$0.25 HC-$0.95 17P.

Descriptors- *Reading Comprehension, *Reading Research, *Reading Speed, *Verbal Communication, Grade 2, Grade 3, New Developmental Reading Tests, Reading Accuracy.

A study designed to determine the effect on class performance of verbal cues administered as pupils worked on a group reading test was conducted. The subjects were pupils in 18 second-grade classes and 18 third-grade classes to which 36 female student teachers were assigned. The tasks were two subtests of the "New Developmental Reading Tests." The classes were assigned randomly to one of three treatments--cues for speed, cues for accuracy, and no verbal cues. The teachers were trained to administer the test and to give the speed and accuracy cues. Test scores were treated by analysis of variance and Scheffe confidence intervals at the .01 and .05 levels of significance respectively. Independent sources of variation were treatments, grade levels, sex, and reading achievement levels. Results indicated that girls were more responsive to teachers' cues than boys. The speed-treatment group did attempt more items than the other groups, and the accuracy-treatment groups did achieve a higher ratio of items correct. However, differences were not significant. Tables, references, and the cues used are provided. (RH)

30. ED 011 227 RE 000 055
Grapheme-Phoneme Regularity and Its Effects on Early Reading--A Pilot Study.
By- Kjeldergaard, Paul M. Frankenstein, Roselyn
Pittsburgh Univ., Pa., Learning Res. and Dev. Ctr.
Report Number WP-2 Pub Date Feb 67
EDRS Price MF-$0.25 HC-$0.95 17P.

Descriptors- *Beginning Reading, *Kindergarten, *Phonetics, *Reading Instruction, *Reading Research, Learning Research and Development Center, Metropolitan Achievement Test, Modified Alphabet Test, Modified Harrison Stroud Word Matching, Pittsburgh, Prereading Experience, Reading Materials, Stanford Binet Vocabulary, Stimulus Behavior, Teaching Techniques, Transfer of Training, University of Pittsburgh, Word Recognition.

A pilot experiment conducted to test the effect of a specially devised phonic approach to early reading is described. The phonic method used achieved sound-symbol regularity and had the following characteristics--(1) Consonant graphemes each represented only one sound and were printed using nearly standard alphabetic symbols. (2) Each vowel phoneme was associated with a color, and the graphemic representation of the vowel was printed in that color. For example, the "e" in "he," the "ea" in "meat," and the "y" in "happy" were all printed in blue. (3) Unsounded, or silent letters, such as the "b" in "lamb" were symbolized by outline letters. A special font was designed to minimize visual confusions. Subjects were 20 5-year-olds attending a private kindergarten in a suburban middle-class community. Techniques and materials used during the 7-months teaching period are described. Achievement was measured by four special tests designed for the experiment and the Metropolitan Achievement Test administered under standard conditions. Results indicated that with such a system children with mental ages under 7 could learn to read and to generalize to standard print without formal training. Sample instructional materials, test items, tables, and figures are included. (RH)

31. ED 011 228 RE 000 056
Reading and Basic Subject Matter Achievement of Job Corps Urban Center Trainees.

By- Kling, Martin
Pub Date 3 Dec 66
EDRS Price MF-$0.25 HC-$1.25 23P.

Descriptors- *Adult Education Program, *Dropouts, *Educational Research, *Socially Disadvantaged, *Underachievers, Academic Achievement, Camp Kilmer, Culturally Disadvantaged, Educational Testing, Job Training Program, Post Testing, Pretesting, Socioeconomic Status, St. Petersburg.

In an address the author described a study of the gains in reading, arithmetic, and language over a 3-month period made by Job Corps enrollees at Camp Kilmer. These enrollees were between 16 and 21 years old, citizens or permanent residents of the United States, school dropouts for 3 months or more, unable to hold an adequate job, underprivileged because of impoverished surroundings, and in need of a change of environment to become useful and productive citizens. From the original group of 1,100 tested in March 1966, only 394 corpsmen were available to take retests in July 1966. The complete battery of the junior high level, California Achievement Tests for grades 7, 8, and 9, was administered. Form X was administered in March, and Form Y was given in July. Findings indicated that (1) these individuals were functioning at the beginning of the junior high level in reading, arithmetic, and language, (2) there were no statistically significant changes over a 3-month period for either reading, arithmetic, or language, and (3) the means were stable as indicated by the relatively small standard errors on the pre-tests and post-tests. Findings and suggestions for further research are discussed. Tables and a bibliography are included. This paper was an invited address to the annual meeting National Reading Conference, "Junior College and Adult Reading Programs--Expanding Fields" (16th, St. Petersburg, December 1-3, 1966). (RH)

32. ED 011 229 RE 000 057
The Retrieval of Learning Sets by the External Display of Reading Material.
By- Weaver, Wendell Bickley, A. C.
Pub Date Nov 66
EDRS Price MF-$0.25 HC-$1.10 20P.

Descriptors- *Associative Learning, *Educational Research, *Eye Movements, *Semantics, *Visual Discrimination, Cloze Procedure, Eye Fixations, Eye Regressions, Linguistics, Visual Perception, Written Language.

The various processes and controls involved in the variation of eye movements according to reading material are discussed. Relevant research literature is cited, and areas requiring additional research are outlined. Language text control and the central nervous system as possible loci of control for eye movements are explored. Evidence supporting the control of eye movements by semantic requirements is presented. It is concluded that language has sequential constraints involving letters, words, and semantic content which enable a reader to be aware of certain words or phrases without actually focusing on them. The effects of location of a particular word or phrase in a sentence on the ability of a sophisticated reader to determine the word or phrase are examined. The processing of language data in relation to sequential order and the possibility of using transformational variations of sentence forms to standardize or index external dependencies of eye movements on internal processes are also discussed. A bibliography is included. This paper is a preprint to appear in the 16th yearbook of the National Reading Conference, 1967. (LS)

33. ED 011 230 RE 000 058
Surveys of College Reading Improvement Programs--1929-1966.
By- Lowe, A. J.
Pub Date 66
EDRS Price MF-$0.25 HC-$0.80 14P.

Descriptors- *College, *Program Administration, *Reading Programs, College Reading Association, Counseling, Educational Developmental Laboratories, Instructional Materials, Iowa Silent Reading Tests, Mechanical Teaching Aids, National Reading Conference, Publications, Questionnaires, Reading Comprehension, Reading Teacher, Reading Tests, Speed Reading, Study Skills.

This paper presents findings based upon approximately 50 published surveys of college reading programs since 1921. Programs varied from individual, incidental help to comprehensive courses in reading improvement. No set patterns are noted for length of training, cost, or amount of credit given. Programs prior to 1940 stressed study habits, comprehension, and speed of reading. Academic credit increased, and administration and English joined psychology and education in sponsoring programs between 1940 and 1960. Approximately 253 programs in some 490 schools are reported. Since 1950, numerous workbooks, pacers, tachistoscopes, and reading films were used in a variety of programs. Speed reading became a topic of interest. The role of the counseling center became prominent in the organization of programs. Growth in training materials, equipment, and tests paralleled the growth of institutions and the acceptance of reading programs. A bibliography of 49 items is included. (MC)

34. ED 011 231 RE 000 059
Follow-Up in the Second Grade of an Experiment Comparing the Initial Teaching Alphabet and the Traditional Alphabet in First-Grade Reading.

By- Chasnoff, Robert E.
Newark State Coll., Union, N. J.

Pub Date 18 Feb 67

EDRS Price MF-$0.25 HC-$0.85 15P.

Descriptors- *Initial Teaching Alphabet, *Methods Research, *Reading Instruction, *Reading Research, *Writing Skills, Grade 1, Grade 2, New York City, Orthographic Symbols, Reading Achievement, Spelling, Traditional Orthography, Union.

Data secured from second graders involved in a comparison of the use of the Initial Teaching Alphabet (ita) and of traditional orthography while in the first grade are reported. In the second grade, 132 experimental pupils taught by ita and 123 control pupils taught with traditional orthography were available for study. A comparison was made by the t-test of the medians of various test scores achieved by the experimental and control populations. The criteria used were the California Short-Form Test of Mental Maturity, Level 0, given at the beginning of the first grade, the Stanford Achievement Test Primary Battery II, Form W, given near the 140th day in the second grade, and ratings on a writing sample secured near the 160th day of the second grade. Differences in language ability scores were not significant except for the work study skills section which favored the experimental group. A writing sample rated at the end of the first grade favored the experimental groups, although the second-grade sample did not. A table comparing the misspellings of the two groups and a list of references are included. This paper was read at the American Educational Research Association annual meeting (New York City, February 18, 1967) and is a followup to ED 003 469. (RH)

35. ED 011 480 RE 000 027
Readability--A New Approach.
By- Bormuth, John R.

Pub Date 66

EDRS Price MF-$0.25 HC-$2.85 55P.

Descriptors- *Cloze Procedure, *Linguistic Patterns, *Predictive Measurement, *Reading Difficulty, *Reading Research, California Reading Test, Dale Chall List of 3000 Familiar Words, Data Processing, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Literary Style, Readability, Readability Formulas, Reading Ability, Reading Comprehension, Reading Tests, Stanford Achievement Test, Syntax, Test Validity, Wasco.

In an effort to develop accurate formulas for predicting and controlling the readability of language, five basic problems were studied--(1) the various features of writing style as linearly related to comprehension difficulties, (2) the change of strengths of relationships as a function of reading ability, (3) readability prediction made upon small language units, (4) readability accuracy based upon use of linguistic analysis techniques in construction of formulas, and (5) a test of usefulness of certain linguistic variables in predicting language difficulty. Twenty prose passages were analyzed to determine the difficulties of 5,181 words, 405 independent clauses, and 365 sentences. Samples were chosen from four passages in each of five subject areas, using the Dale-Chall Scale for grades 4 through 8. Five cloze test forms from each passage were constructed by deleting every fifth word. Subjects, the entire enrollment in grades 4 through 8 of one school district in Wasco, California, were matched for five form groups. The testing period lasted over 11 school days. Reading ability was determined by results on the Stanford Achievement Test--Reading, Form J, and studied in relation to the interaction of form groups on measures of word, independent clause, sentence, and passage difficulty. Each area was analyzed in detail and tabulated for study in light of the linguistic variables set for the study. A bibliography of 31 items is attached. This article is published in the "Reading Research Quarterly," Volume 1, Spring 1966. (MC)

36. ED 011 481 RE 000 028
Auditory Discrimination Abilities and Beginning Reading Achievement.
By- Dykstra, Robert
Pub Date 66
EDRS Price MF-$0.25 HC-$1.70 32P.

Descriptors- *Auditory Discrimination, *Predictive Measurement, *Reading Achievement, *Reading Readiness, *Reading Readiness Tests, Age Differences, Beginning Reading, Grade 1, Intelligence, Minneapolis, Reading Readiness Factors, Reading Research, Reading Tests, Sex Differences.

The relationships between prereading measures of auditory discrimination and reading achievement at the end of first grade are reported. Data were gathered on 632 pupils in the Minneapolis public schools who were administered seven tests of auditory discrimination selected from published reading readiness tests and a group intelligence test at the beginning of first grade. Two tests of reading achievement were given at the end of the year. Relationships were assessed by means of correlation and multiple regression analysis. Analysis of differences of means was done through use of t tests. Intercorrelations among auditory discrimination measures and between each measure and subsequent reading achievement were uniformly low. Intelligence was significantly related to reading achievement. Significant sex differences in performance on three of the auditory discrimination tests and on both of the reading tests favored the girls. The condlusions and educational implications are discussed. Tables and references are included. (MD)

37. ED 011 482 RE 000 029
A Linguistic Study of Cues and Miscues in Reading.
By- Goodman, Kenneth S.
Pub Date Oct 65
EDRS Price MF-$0.25 HC-$0.45 7P.

Descriptors- *Linguistics, *Reading Development, *Reading Skills, *Word Recognition, Context Clues, Detroit, Eye Regressions, Grade 1, Grade 2, Grade 3, Individual Tests, Oral Reading, Reading Achievement, Reading Research, Structural Analysis, Vocabulary.

A descriptive study of the oral reading of first-, second-, and third-grade children is reported. The study treats reading as a psycholinguistic process which is cued or miscued during the child's interaction with written language. The subjects were 100 children attending the same school in a Detroit industrial suburb. Every second child on an alphabetical list of all the children was included in the study. Each subject was tested individually with a wordlist from a story on his grade level. He was then asked to read orally the story on which his wordlist was based. Following this, the child retold the story as best he could. Both the reading and the retelling were taped and studied. The children in the study were able to read many words in context which they could not read from lists. Children in successive grades were increasingly efficient in using cue systems in other ways. Substitutions and regressions in a child's oral reading are discussed. Five implications for the teaching of reading are presented. A partial list of cue systems used in reading is given. The types of reading errors are summarized in five tables. This article is a reprint from "Elementary English," Volume 42, October 1965. (RH)

38. ED 011 483 RE 000 030
First-Graders' Responses to Three Questions about Reading.
By- Denny, Terry Weintraub, Samuel
Pub Date May 66
EDRS Price MF-$0.25 HC-$0.60 10P.

Descriptors- *Grade 1, *Question Answer Interviews, *Reading Processes, *Reading Research, *Student Attitudes, Caucasian Students, Detroit, Indiana, Kindergarten Experience Comparison, Michigan, Negro Students, Racial Differences, Rural Schools, Sex Differences, Socioeconomic Background, Urban Schools.

The responses of first graders to three questions about reading are reported. Subjects, 111 pupils in five 1st-grade classrooms in three school systems in Indiana and Michigan, were interviewed and their responses were analyzed and classified into logical categories. When asked if they wanted to learn to read, a negative answer was given by four children. In answering why they wanted to read, the following reasons were offered: (1) 30 pupils, one-fourth of the children, gave vague and meaningless reasons, (2) 27 children wanted to learn as a means to a goal, (3) 37 wanted to learn to read to themselves or to others, (4) 10 wanted to learn because there was some feeling of value connected with such learning, and (5) 11 pupils identified themselves with a reader. When asked what they had to do to learn to read in the first grade, these ideas were advanced: (1) 38 pupils didn't know, (2) two-fifths of the remaining responses indicated that a passive type of obedience was required, (3) two-fifths of the children saw themselves taking some action in learning, and (4) one-fifth of the children thought the teacher would show them how to read. Differences in answers related to sex, race, and family income are discussed. References and tables are included. This article is published in the "Elementary School Journal," Volume 66, May 1966. (MD)

39. ED 011 484 RE 000 035
An Interpretation of Research in Reading Readiness.
By- Hillerich, Robert L.
Pub Date Apr 66

EDRS Price MF-$0.25 HC-$0.55 9P.

Descriptors- *Prereading Experience, *Reading Materials, *Reading Readiness, *Reading Readiness Tests, *Reading Research, Age, Child Development, Educational Theories, Kindergarten, Reading Instruction, Teaching Methods, Workbooks.

The results of 17 studies on reading readiness are summarized and interpreted. All but one of the studies were completed since 1957. Reading readiness is defined, and the differences between traditional and current theory are discussed. Studies of formal reading readiness instruction in kindergarten are described. Conclusions about kinds of reading readiness experiences, tests, studies, and the age when children begin reading readiness and reading instruction are drawn from the reported research. Implications for further research are included. References are given. This article is published in "Elementary English," Volume 43, April 1966. (LS)

40. ED 011 485 RE 000 036
Reading Readiness--Fact and Fancy.
By- Gunderson, Doris V.

Pub Date 5 Oct 65
EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *Bibliographies, *Reading Readiness, *Reading Research, Culturally Disadvantaged, Experience Comparison, Grade 1, Kindergarten, Language Arts, Predictive Validity, Reading Achievement, Reading Readiness Factors, Reading Readiness Tests, Research Review, Sex Differences.

Fourteen studies in the area of reading readiness are surveyed. Much of the research is directed at the child who needs a period of readiness, particularly the culturally disadvantaged child. The validity of readiness tests, the importance of sex differences, and beginning readers are other topics discussed. References are given. This article is published in the "Journal of the Reading Specialist," Volume 11, October 5, 1965. (HJ)

41. ED 011 486 RE 000 100
Doctoral Studies in Reading, 1919 through 1960.
By- Fay, Leo C. And Others
Indiana Univ., Bloomington, Sch. of Education
Pub Date Jul 64
EDRS Price MF-$0.50 HC-$4.60 90P.

Descriptors- *Bibliographies, *Reading Research, Bloomington, College Programs, Elementary Grades, Secondary Schools.

A bibliography of doctoral dissertations from 1919 through 1960 in the area of reading is reported in monograph form. Over 700 studies are classified under 34 subject categories, and a summary statement is included for each category. An author index is provided. This publication is a bulletin of the School of Education of Indiana University, Volume 40, Number 4, July 1964 and is also available from the Indiana University Bookstore, Bloomington, Indiana, for $1.25. (BK)

42. ED 011 487 RE 000 102
Interpersonal Relations in Children's Literature, 1920-1960.
By- Homze, Alma
Pub Date Jan 66
EDRS Price MF-$0.25 HC-$0.40 6P.

Descriptors- *Behavior Patterns, *Booklists, *Childrens Books, *Literary Discrimination, *Reactive Behavior, Critical Reading, Discriminatory Attitudes (Social), Parent Child Relationship, Peer Groups, Personality Assessment.

The behavioral patterns, backgrounds, and themes of children's realistic trade books were identified. Nine categories of interpersonal behavior were developed and defined in this investigation of changes in content of children's books published within a period of 40 years, from 1920-60. From 780 samples reviewed by the examiner, three judges selected 78 books portraying characters exhibiting believable behavior. The book analysis was based upon samples of the verbal reaction between two or more characters within each of 10 sections for each book. Totals for each item were computed for each year and the average percentages for the 1920-40 and 1945-60 periods were calculated. The reliability of the system of analysis was examined by two judges. Changing relationships between the child-adult, the child-child behavioral patterns, urban-rural background, and in the relation of the individual to the family, the peer group, and to society were noted in the research. This article is published in "Elementary English," Volume 43, Number 52, January 1966. (MC)

43. ED 011 488 RE 000 104
The Lighthouse Day Camp Reading Experiment with Disadvantaged Children.
By- Gomberg, Adeline W.
Pub Date Jan 66
EDRS Price MF-$0.25 HC-$0.45 7P.

Descriptors- *Disadvantaged Youth, *Enrichment Experience, *Language Development, *Reading Readiness, Activity Units, Citizens Committee on Public Education, Experience Charts, Individual Instruction, Integrated Activities, Lighthouse Club Day Camp, Philadelphia, Program Evaluation, Reading Games, Special Counselors, Speech Skills.

A reading program designed for disadvantaged children and conducted by the Lighthouse, a settlement house in North Philadelphia, as part of its day camp program was described and assessed. The reading program was developed (1) to boost the opportunities in reading readiness for children about to enter first grade, (2) to enrich language experiences, and (3) to give remedial help to children with reading deficiencies. The campers met 4 days a week for 6 weeks. A daily schedule included reading activities which could become part of each activity. Language development was directed by 10 professional counselors. Consistent gains were found in the area of general oral language development and reading readiness. No marked changes were found in word recognition or hearing comprehension. The program was especially helpful to language development with younger groups. Other findings are discussed. References are included. This article is published in "The Reading Teacher," Volume 19, Number 252, January 1966. (MD)

44. ED 011 489 RE 000 105
Materials for Adult Basic Education--An Annotated Bibliography.
By- Summers, Edward G.
Indiana Univ., Bloomington, Sch. of Education
Pub Date Mar 67
EDRS Price MF-$0.25 HC-$1.45 27P.

Descriptors- *Adult Students, *Bibliographies, *Language Skills, *Literacy Classes, *Personality Development, Basic Skills, Bloomington, Citizenship, High School Students, Instructional Materials, Intermediate Grades, Learning Difficulties, Primary Grades.

This annotated bibliography refers to materials particularly useful to teachers and administrators interested in developing specialized programs for adult basic education and literacy situations. Included are professional and practical references to oral and written communication, arithmetic and mathematics, citizenship, and personal adjustment. For each item a series of descriptors pinpoints the content covered and the major areas of use for primary, intermediate, and beginning high-school levels. The bibliography lists 101 references. (MC)

45. ED 011 490 RE 000 107
An Experiment on the Effect of Motivational Appeal Vs. Techniques upon Reading Rate Improvement in a Group of College Students.
By- Maxwell, Martha J. Mueller, Arthur C.
Maryland Univ., College Park
Report Number RR-65-04 Pub Date Apr 65
EDRS Price MF-$0.25 HC-$2.10 40P.

Descriptors- *College Students, *Reading Comprehension, *Reading Research, *Reading Speed, *Student Motivation, College Park, Questionnaires, Reading Ability, Reading Improvement, Reading Tests, Robinson Hall Reading Tests, Student Attitudes.

A study of the reading habits and abilities of 132 psychology students at the University of Maryland was conducted to determine (1) if reading speed could be increased without change in comprehension and (2) whether information about some of the basic techniques of reading stressed in typical reading courses could elicit changes in standardized reading test performance. The subjects were divided into control, motivational, and factual groups. All subjects were pretested with the Robinson-Hall Canadian History Test and a questionnaire about reading habits and attitudes. The motivational group read a handout about the benefits of rapid reading before returning to take the post-test battery. The factual group received suggestions for improving reading speed. The control group received no instruction or suggestions. Seven days later the Robinson-Hall Art and Russian History Tests and a post-questionnaire were administered. A statistical analysis was made of pre- and post-test scores, questionnaire responses, and scholastic ability for each group. The investigators found that reading speed could be increased without significant changes in comprehension and that the distribution of handouts could help increase students' reading rates. Tables and a bibliography are given. Copies of the handouts and questionnaires used are included. (LS)

46. ED 011 491 RE 000 109
Vision and College Reading - A Review of the Literature and Report of a Survey.
By- Maxwell, Martha J.
Maryland Univ., College Park
Report Number RR-65-05 Pub Date Aug 65
EDRS Price MF-$0.25 HC-$1.40 26P.

Descriptors- *College Students, *Screening Tests, *Testing Programs, *Vision Tests, American Optical (AO) Company Sight Screener, Bausch and Lomb Orthorater, College Park, Comparative Analysis, Keystone Telebinocular, Low Achievers, Measurement Instruments, Measurement Techniques, Reading Centers, Visual Discrimination, Visual Perception.

The American Optical (AO) Company's Sight Screener, a portable binocular instrument designed for mass vision testing, was evaluated at the University of Maryland Reading and Study Skills Laboratory to determine its capacity to identify students needing professional eye examinations prior to reading instruction. Data from 106 probationary freshmen, aged 18 to 20, who were weak in verbal skills were used in the evaluation of visual suppression, visual acuity, lateral muscle balance, vertical muscle balance, depth perception, and color vision. Included in the evaluation of each sight screener test was (1) a description of the test, (2) a comparison with clinical tests and other screening instruments (Keystone Telebinocular and Bausch and Lomb Ortho-Rater), (3) special problems in administering the test, (4) general problems in testing the particular visual factor, (5) a discussion of the University of Maryland data and comparison with other surveys, and (6) a discussion of the implications and applications of the results. Research on the relation of visual factors to reading skills was examined. The author concluded that the AO Sight Screener was a satisfactory screening technique for college because it was rapid, simple to administer, economical, and dependable in measuring those functions considered important to normal vision. Tables, graphs, and a bibliography are included. (LS)

47. ED 011 492 RE 000 110
Some Differences in Encoding and Decoding Messages.

By- Weaver, Wendell W. Bickley, A. C.

Pub Date Feb 67

EDRS Price MF-$0.25 HC-$0.95 17P.

Descriptors- *Cloze Procedure, *Language Research, *Reading Comprehension, *Reading Research, *Test Reliability, Campbell College, College Students, Communication (Thought Transfer), New York City, Structural Analysis, Translation.

Language encoding and decoding processes were examined by determining the ability of subjects to predict omissions from a natural language text which they had previously produced themselves, and by comparing this performance with that of other subjects to predict omissions from these same texts which the second group read at the time of production. Sixty-four sophomores at Campbell College were assigned randomly to four conditions, two experimental and two control. The experimental conditions were encoding--a group of subjects produced written stories in response to two Thematic Apperception Test (TAT) cards, and decoding--a group of subjects read productions of the encoding group. One control group was assigned the task of producing stories, and this group (irrelevant encoders-decoders) was given the stories of the experimental group to read. The other control group (naive decoders) was given randomly assigned TAT stories to read. The dependent variable was cloze tests. An orthogonal comparison of means was used to analyze the data. The encoding group had a significantly higher mean score than the decoding group. The encoding and decoding groups had significantly higher mean scores than the irrelevant encoding-decoding groups. Naive decoders were significantly lower than any other group. The signal system maintained variability when transmission was entirely within the organism. This paper was presented at the American Educational Research Association convention (New York, February 1967). (BR)

48. ED 011 493 RE 000 111

Methods and Systems for Teaching Dyslexic Pupils.

By- Botel, Morton

Pub Date 19 Nov 66

EDRS Price MF-$0.25 HC-$1.30 24P.

Descriptors- *Developmental Reading, *Dyslexia, *Instructional Programs, *Reading Achievement, *Reading Research, Botel Reading Inventory, Elementary Grades, Philadelphia, Retarded Readers, School Orientation, Special Services, Teaching Methods.

The reading and spelling performances of pupils attending a program in reading were studied to discover which reading methods or combinations of methods were superior for dyslexics in clinical and classroom situations and which methods were appropriate for dyslexic and normal pupils with minor reading disabilities. The subjects were 722 pupils in grades 2 through 6 in the Pennridge School in Bucks County, Pennsylvania. Semirural, white, middle-class children, with an average intelligence of 106 as measured by a group test in kindergarten or first grade attend the school. Special small-group instruction is provided for the lowest 10 percent of the pupils in the summer. An opportunity class is conducted for slow learners. Tests administered were the Botel Reading Inventory and the Reading and Spelling Tests of the Science Research Associates Battery. Data were analyzed by reading levels, grade equivalent scores, and expected and achieved median scores. The average range was six to seven levels of pupil performance at each grade level. By fifth grade, there were no pupils reading as low as beginning second-reader level. By sixth grade, none were reading as low as beginning third-reader level. The author suggests that dyslexia can be anticipated and minimized within a good developmental reading program. A description of the instructional program, references, and tables is provided. This research report was delivered at the National Conference on Dyslexia (Philadelphia, November 19, 1966). (BK)

49. ED 011 494 RE 000 112
Establishing a Reading Center, A Handbook on Remedial and Corrective Reading Instruction.
By- Russell, Earl V. Thompson, Charles L.
North Carolina Advancement School, Winston-Salem
Pub Date 66
EDRS Price MF-$0.50 HC-$4.70 92P.

Descriptors- *Reading Centers, *Reading Improvement, *Reading Instruction, *Reading Materials, *Remedial Reading, Administration, Concept Teaching, Diagnostic Tests (Education), Inservice Teacher Education, Instructional Aids, North Carolina Advancement School, Reading Tests, Winston Salem.

The methods and materials used by the North Carolina Advancement School for teaching remedial and corrective reading to underachieving eighth-grade boys are described. The authors believe the pattern of diagnosis, grouping, instruction, assessment, and regrouping is central to determining the causes of poor academic performance among students of normal or superior intelligence. Some of the areas discussed are principles of corrective and remedial instruction, suggestions on administrative procedure in establishing a reading center, diagnosis, grouping, what to teach, the lesson plan, special teaching techniques (such as allowing students to teach and purposely making mistakes), and the costs of a reading center. Appendixes provide information on reading achievement tests, basal reading series and additional reading materials, skills-grade level chart, special reading skills for each academic area, packaged materials, interest inventory equipment, sample lesson plans, the roles of the participants in a remedial reading program, and important books on reading instruction. (RH)

50. ED 011 495 RE 000 113
Curriculum Guide in Reading. Developmental Reading, Grades 1-8.
By- Fay, Leo C. And Others
Indiana State Dept. Public Instr., Indianapolis
Pub Date 66
EDRS Price MF-$0.75 HC-$7.30 144P.

Descriptors- *Curriculum Guides, *Developmental Reading, *Elementary Grades, *Reading Programs, *Resource Materials, Administrative Organization, Course Organization, Educational Objectives, Indianapolis, Parent Participation, Program Evaluation, Reading Instruction, Reading Materials, Reading Skills, Reading Tests, Teacher Education.

A curriculum guide for developmental reading, grades 1 to 8, was prepared by the State Committee on Reading, Indiana Department of Public Instruction. Six major areas are discussed: (1) philosophy, objectives, and characteristics of a good reading program, (2) organizing a total reading program, (3) organizing for classroom instruction, (4) teaching activities to develop specific skills, (5) evaluating the reading program in the total school system, and (6) improving the reading program. All aspects of the reading program from pupil growth and development to teaching techniques and training, administration of the reading program, and involvement of parents are explored. Specific suggestions for teaching include sample lessons, self-analysis check lists, program evaulation checklists, and lists of skills and attitudes and aids in studying. A professional bibliography for reading teachers provides extensive lists of materials and equipment, selected reading tests, and publishers' addresses. (LS)

51. ED 011 496 RE 000 114
Curriculum Guide in Reading. Remedial Reading, Grades 3-12.
By- Fay, Leo. C. And Others
Indiana State Dept. Public Instr., Indianapolis
Pub Date 65
EDRS Price MF-$0.50 HC-$5.80 114P.

Descriptors- *Curriculum Guides, *Reading Programs, *Remedial Reading, *Resource Materials, *Secondary Schools, Diagnostic Tests (Education), Elementary Schools, Independent Reading, Indianapolis, Program Evaluation, Reading Comprehension, Reading Instruction, Reading Skills, Reading Tests, Study Skills, Word Recognition.

A curriculum guide to remedial reading for grades 3-12 prepared by the Indiana State Committee on Reading is presented. Eight major areas are discussed in the guide: (1) the purpose of the remedial program and its relationship to other programs, (2) the organization of the summer remedial reading program, (3) the diagnostic procedures in remedial reading, (4) remedial reading instruction, (5) word attack skills, (6) comprehension and leisure reading, (7) study skills and content reading, and (8) evaluation, reporting, and followup of the remedial program. Sample lessons, checklists, informal tests, and specific suggestions for teaching are included. A selected bibliography provides background in the philosophical and research foundations of the reading process and reading instruction, reading materials and equipment for grades 1-12, standardized tests, suggested forms to be used in a reading program, and publishers' addresses. (LS)

52. ED 011 497 RE 000 118
The Use of Standardized Tests in Evaluating a Method of Teaching Reading.
By- Hanson, Joseph T.
Pub Date Feb 67
EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *Evaluation, *Instructional Materials, *Reading Achievement, *Reading Research, *Sex Differences, New York City, Pasadena, Phonovisual Reading Method, Primary Grades, Reading Comprehension, Reading Improvement, Reading Instruction, Spelling, Teaching Methods, Vocabulary.

Sex differences in reading achievement and the effectiveness of the phonovisual method of reading instruction in grades 1 to 3 when used as a supplement to the state-adopted co-basal reading series were studied in two elementary schools in Pasadena, California. Subjects in the experimental school (60 in grade 1, 68 in grade 2, 54 in grade 3) were matched with control school subjects on the basis of chronological age, sex, and scholastic aptitude as measured by the Metropolitan Readiness Tests, California Short-Form Test of Mental Maturity, and the Lorge-Thorndike Intelligence Tests. Experimental subjects were given daily instruction by the phonovisual method 100 minutes per week while control subjects were given an equivalent amount of instruction with other supplementary materials. Achievement was tested by the California Reading Test and California Achievement Tests, Reading and Spelling. Mean test scores of the experimental group were found to be significantly higher at the .01 level of all tests in all grades except spelling in grade 3, which was significant at the .05 level. Girls' achievement was found to be higher than boys' except in grade 3 of the experimental group. The author concluded that the additional phonics instruction with the phonovisual method increased reading and spelling achievement. This paper was read at the annual meeting of the National Council on Measurement in Education (New York, February 1967). (LS)

53. ED 011 498 RE 000 119
An Evaluation of the Phonovisual Method, Grades 1-3.
Pasadena City Unified School District, Calif.
Report Number ER-7 Pub Date Sep 65
EDRS Price MF-$0.25 HC-$1.65 31P.

Descriptors- *Evaluation, *Instructional Materials, *Reading Achievement, *Reading Research, *Sex Differences, Pasadena, Phonovisual Reading Method, Primary Grades, Reading Comprehension, Reading Improvement, Reading Instruction, Spelling, Vocabulary.

The achievement test performances of two groups of children for grades 1, 2, and 3 in two Pasadena, California, schools were compared to evaluate the effectiveness of a 3-year experimental program using the phonovisual method of reading instruction. Pupils were matched on sex, IQ, and chronological age. Differences observed between the mean scores of groups at each grade level and for each sex within the respective groups on achievement tests in reading vocabulary, reading comprehension, and spelling were analyzed. Correlation analyses were made between the scores obtained in September by the first-grade children on a measure of learning readiness and end-of-year reading test scores. Children in the experimental school were found to be superior to their counterparts in the control school in each analysis of test performance. Although the girls' performance was generally superior to the boys', boys exposed to the phonovisual method were aided substantially in achieving higher levels of proficiency in reading skills. A detailed analysis of data is included in the report. (LS)

54. ED 011 499 RE 000 123
Individualized Reading Program for Elementary Grades.
By- Nichols, Marguerite And Others
Colorado Western States Small Schools Proj., Denver
Colorado State Dept. of Education, Denver
Pub Date 64
EDRS Price MF-$0.25 HC-$2.40 46P.

Descriptors- *Elementary Grades, *Individualized Programs, *Reading Instruction, *Rural Schools, Course Organization, Denver, Individual Reading, Program Evaluation, Reading Achievement, Reading Materials, Science Research Associates (SRA) Reading Labs, Student Evaluation, Teacher Attitudes, Teaching Methods, Teaching Techniques, Test Results, Western States Small Schools Project.

An individualized reading program for grades 2, 4, and 5 was initiated at Plateau Valley School in Collbran, Colorado, in an effort to raise the achievement level of culturally disadvantaged youth in rural areas. The program at each grade level is described in terms of the methods used to gather preliminary data, in the selection and use of materials, in planning and conducting class activities, in trying new methods and techniques, and in evaluating the results. Examples of pupil reading record books, tests, reading inventories, reading profiles, class-sharing ideas, questions used with independent reading, and book review forms are included. Uses of the Science Research Associates (SRA) reading labs, Weekly Reader, and basal reader materials are described. The program was evaluated on the basis of (1) student achievement on the SRA Achievement Tests, Scott Foresman Tests, Iowa Tests of Basic Skills, Weekly Reader Tests, and anecdotal records and student behavior changes, (2) teacher changes in methods of teaching and attitudes toward job and interest of nonproject teachers, and (3) effects on school and community as indicated by changes in school operations and community involvement, acceptance, and interest. Test scores for the three classes are given. (LS)

55. ED 011 500 RE 000 124
Reading Problems--Diagnosis and Instruction, Design for Developing Colorado Reading Programs, Invitational Reading Work Conference (Denver, February 20-23, 1966).
By- Roth, Lois H. And Others
Colorado State Dept. of Education, Denver
Pub Date Mar 66
EDRS Price MF-$0.25 HC-$1.70 32P.

Descriptors- *Curriculum Guides, *Reading Processes, *Reading Programs, *Remedial Reading, *Student Evaluation, Administrator Role, Denver, Reading Ability, Reading Consultants, Reading Failure, Reading Instruction, Teacher Role.

The results of a reading work conference held in Denver, Colorado, in February 1966, to develop guidelines for planning and implementing diagnostic reading programs, are presented. Topics discussed include a definition of reading, the processes of reading, the roles of the teacher, reading consultant, and principal, the responsibility of the school, patterns of success in reading classroom observations of pupils, the causes of reading problems, special diagnostic study, and recommendations for teachers. Checklist records of classroom observation of pupils' reading during oral reports, oral reading and group instruction periods, dramatization of stories, silent reading situation, and listening to a story read aloud are included in addition to a school record data sheet and a teacher report of observations. Conference participants are listed along with a selected bibliography on the teaching of reading. (LS)

56. ED 011 501 RE 000 125

Developing the Mature Reader, Proceedings of the Annual Fall Conference of the Portland, Oregon Council of the International Reading Association (Portland, October 8, 1966).

By- Brown, Judith And Others

International Reading Assn., Portland, Oreg. Pub Date 8 Oct 66

EDRS Price MF-$0.50 HC-$5.90 116P.

Descriptors- *Reading Development, *Reading Programs, *Remedial Reading, *Teaching Techniques, Developmental Reading, Disadvantaged Youth, Elementary Grades, High Schools, Language Handicaps, Linguistics, Portland, Reading Instruction, Reading Materials, Reading Readiness, Reading Research, Teacher Role.

The proceedings of the 1966 annual fall conference of the Portland, Oregon, Council of the International Reading Association, included two addresses by Dr. Morton Botel and 27 discussion sessions centered around the theme "Developing the Mature Reader." Botel's addresses focused on the definition of a mature reader, the role of the teacher in developing reading maturity, and the necessity of teacher knowledge of linguistics in teaching reading. Discussion sessions were organized for five general areas: (1) preschool and primary--Initial Teaching Alphabet, making reading fun, language-experience approach, the new Edmonds reading approach, table toys in preschool, kindergarten and readiness, economic understandings for children, and perceptual-motor development and readiness, (2) intermediate--creative reading, nongraded language arts program, using the school library, and the disadvantaged child, (3) high school and adult--effective reading, the lay teacher of reading, faster reading, and reading and the war on poverty, (4) corrective and remedial techniques--development of language skills, psychological tests, Frostig's visual development program, the role of the diagnostician and classroom consultant, Draw-A-Person techniques, practices and trends in remedial education, and the Gillingham method, and (5) research and field studies--remedial classes in junior high, school readiness, Each One Teach One, and the Job Corps. Reference lists are included. (LS)

57. ED 011 502 RE 000 127

Teaching Reading in the Elementary School--Phonic and Other Word Perception Skills.

By- Romer, Robert D.

Los Angeles City Schools, Calif.

Report Number Instr-Bull-EC-110 Pub Date 66

EDRS Price MF-$0.75 HC-$6.55 129P.

Descriptors- *Elementary Grades, *Phonetic Analysis, *Sequential Reading Programs, *Structural Analysis, *Teaching Guides, Instructional Aids, Los Angeles, Phonics, Reading Instruction, Reading Skills, Sequential Learning, Student Evaluation, Teaching Methods, Teaching Procedures, Word Recognition.

A guide for teaching phonic and structural analysis and other word perception skills at the primer level through grade 6 provides definitions, examples, and suggestions for the teacher. Information is presented within six categories: (1) the total reading program, emphasizing word perception skills and techniques, language understandings, readiness, basic vocabulary, the teacher's role, and a balanced program, (2) phonic and structural analysis, including definitions of related terms, (3) suggested sequential development of phonic and structural analysis in chart form, (4) suggested sequential development of word recognition skills and generalizations with emphasis on level of introduction, (5) suggestions for introducing learning experiences and additional activities for rhyming words, initial consonants, final consonants, consonant digraphs and blends, long vowel sounds, vowel digraphs and variant sounds, and word structure, and (6) check sheets for evaluation of pupil progress from primer level through grade 6 level. (LS)

58. ED 011 503 RE 000 128
Inventory of Projects and Activities in Reading and English, Number 2.
By- Hayes, Alfred S. Orem, Edward
Center for Applied Linguistics, Washington, D.C.
Pub Date May 67
EDRS Price MF-$0.50 HC-$3.70 72P.

Descriptors- *English, *Information Dissemination, *Reading Research, *Research Projects, Audiovisual Aids, Curriculum Research, District of Columbia, ERIC Clearinghouse, Instructional Materials, Language Arts, Linguistics, Nonstandard Dialects, Tests.

One hundred thirty-five projects in the United States and Great Britain are described in the second issue of the Inventory of Projects and Activities in Reading and English, May 1967. Six types of research and application activities are included: (1) action programs exploiting advances in linguistic science and related fields, (2) projects and activities exploring ways of handling the special language problems of speakers of nonstandard varieties of English, (3) school-based comparative experiments, (4) studies of language arts and English curriculums designed to promote modification or revision, (5) projects to prepare new teaching materials and tests, and (6) projects to exploit audiovisual aids. Project descriptions are organized according to the state or country of initiation and the level of instruction (elementary, secondary, or adult). A topical index, an alphabetical listing of researchers, and a TENL (Teaching English as a Native Language) Directory of information sources in the United States and Great Britain are included. (LS)

59. ED 011 504 RE 000 333
Inventory of Projects and Activities in Reading and English.
By- Hayes, Alfred S. And Others
Center for Applied Linguistics, Washington, D.C.
Report Number No-1 Pub Date Feb 66
EDRS Price MF-$0.50 HC-$3.30 64P.

Descriptors- *Instructional Improvement, *Language Arts, *Language Research, *Linguistics, *Reading Research, Audiovisual Aids, College Students, District of Columbia, English Curriculum, Grade 1, Grade 10, Grade 11, Grade 12, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Language Problems, Material Development, Negro Dialects, Nonstandard English, Teaching Materials, Test Construction.

Programs, projects, and activities designed to evaluate and to improve the teaching of reading and English in schools and colleges are described briefly. The descriptions of programs are arranged by state and by level of instruction. The names and affiliations of responsible personnel are indicated clearly. The inventory includes information on the following kinds of activities: (1) action programs to exploit advances in linguistic science and related fields, (2) projects and activities to explore ways of handling the special language problems of speakers of nonstandard varieties of English, (3) school-based comparative experiments, (4) studies of language arts and English curricula with a view to modification or revision, (5) projects to prepare new teaching materials and/or tests, (6) projects to exploit audiovisual aids, and (7) scholarly research directly related to any of the above. Projects included were not completed prior to August 1965. (RH)

60. ED 011 808 RE 000 026
First Grade Children Work with Variant Word Endings.
By- Hanson, Irene W.
Pub Date Apr 66
EDRS Price MF-$0.25 HC-$0.40 6P.

Descriptors- *Basic Reading, *Reading Instruction, *Reading Research, *Structural Analysis, *Word Recognition, Bond Balow Hoyt New Developmental Reading Test, Comparative Analysis, Grade 1, Reading Materials, St. Paul, Teaching Methods, Textbook Preparation, Word Lists.

An investigation to determine if instruction in variant word endings can be given in the second semester of the first grade is described. Twenty-six first-grade classes (554 children) from the St. Paul, Minnesota, public school system were used in the study. The classes were divided into two groups of 13 classes equated on socioeconomic level, reading ability, mental ability, age, and knowledge of the use of variant word endings. In addition to regular basal reading instruction, the experimental group was given eighteen 20-minute lessons in generalizations concerning the variant endings "s," "ed," "d," "ing," "er," "est," and "er." The control classes used the same periods of time for independent reading. Reading skills were evaluated by the Bond-Balow-Hoyt New Developmental Reading Test and a specially constructed variant ending test. For analysis of scores, each group was divided into three mental ability groups, five reading groups, and three socioeconomic levels. The f ratio for analysis of variance was applied to the means of these groups. Significant differences favoring the experimental group's knowledge of variant endings are reported. Subgroup scores are compared and evaluated. The educational implications of the findings are discussed. References are given. This article is published in "The Reading Teacher," Volume 19, April 1966. (LS)

61. ED 011 809 RE 000 031
What Optometry and Its Related Fields Have to Offer the Reading Teacher, A Research Paper.
By- Lambeth, Joanne
Pub Date 66
EDRS Price MF-$0.50 HC-$3.25 63P.

Descriptors- *Reading Materials, *Reading Programs, *Reading Research, *Teaching Methods, Bibliographies, Duncan, Glossaries, Lateral Dominance, Motor Skills, Optometry, Perception.

Methods, procedures, and techniques for teaching reading, especially to low- and non-achievers, which differ from traditional classroom practices are described and evaluated in terms of recent research in the area of reading. These methods are closely related to the field of optometry and are concerned with problems of lateral dominance, perceptual ability, and motor skills. References are provided for each method. A glossary of optometric terms and a bibliography are included. (RH)

62. ED 011 810 RE 000 039
Linguistics in Reading Instruction.
By- Rogers, John R. And Others
Mississippi Univ., University, Sch. of Educ.
Pub Date Feb 65
EDRS Price MF-$0.75 HC-$7.90 156P.

Descriptors- *Dialects, *Language Patterns, *Linguistics, *Reading Instruction, *Teaching Techniques, Cultural Influences, Grammar, Graphemes, Language Arts, Morphology, Phonetics, Phonics, Social Influences, Spelling Syntax, University.

Practical suggestions for the classroom teacher of reading are reported by participants of an institute on the application of linguistics to spelling and reading instruction. Chapter 1, "Phonemics and Orthography in Reading Instruction," traces significant relationships among phonemics, phonetics, phonics, orthography, and reading instruction. Chapter 2, "Morphology in Reading Instruction," is concerned with structural analysis. Chapter 3, "Syntax in Reading Instruction," is concerned with language units more complex than the single word, and their relationships with reading instruction. Chapter 4, "Dialectology in Reading Instruction," deals with problems arising from the fact that language patterns vary from area to area and from cultural level to cultural level. Complicated terminology is simplified for the creative teacher seeking to develop the child's background in basic language patterns in his oral language in order to facilitate his beginning reading development. Emphasis is placed upon helping the child feel comfortable with the language he brings to school, as well as upon devising means of developing language understandings and appreciations to fit the classroom situation. Implications for and recommendations to the classroom teacher are discussed. Figures, charts, tables, and a bibliography of 47 entries are included.

63. ED 011 811 RE 000 116
Sources of Information for Responses to Reading Test Items.
By- Weaver, Wendell W. Bickley, A. C.
Pub Date 67
EDRS Price MF-$0.25 HC-$0.70 12P.

Descriptors- *Reading Comprehension, *Reading Research, *Reading Tests, *Test Validity, *Testing Problems, Campbell College, College Students, Comparative Analysis, Language Patterns, Language Research, Linguistics, Student Characteristics.

Sources of information for responses to multiple-choice items on reading comprehension tests and the effects of content words and function words in supplying information for the correct completion of multiple-choice items were studied in an experiment at Campbell College. Paragraphs with accompanying multiple-choice items sampled from reading tests listed in Buros Sixth Yearbook were selected as the test passages. Subjects were 147 sophomores enrolled in introductory psychology courses and were randomly assigned to seven treatments involving the blacking out of (1) all of the reading passage, (2) all nouns, verbs, and adjectives, (3) all function words, (4) none of the reading paragraph, (5) 10 percent of the nouns, verbs, and adjectives, (6) 50 percent of the nouns, verbs, and adjectives, and (7) 90 percent of the nouns, verbs, and adjectives. A trend analysis of the effect of blacking-out increasing percentages of nouns, verbs, and adjectives and comparisons between treatments 1 and 3 and between treatments 3 and 4 were made. In the discussion of results, it was concluded that reading comprehension tests were highly dependent on examinee characteristics which often had little to do with the reading task being examined. Apparent reasons for this are proposed and analyzed. Tables and references are included. This speech appears in the 1967 proceedings of the American Psychological Association, Division 15. (LS)

64. ED 011 812 RE 000 117
Structural-Lexical Predictability of Materials Which Predictor Has Previously Produced or Read.
By- Weaver, Wendell W. Bickley, A. C.
Pub Date 67
EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *Cloze Procedure, *Language Patterns, *Language Research, *Lexicography, *Structural Analysis, Campbell College, College Students, Comparative Analysis, Prediction, Reading Research, Writing, Written Language.

The cloze procedure was used to investigate the predictability of language materials and to examine the relationship of the written production of language and reading to structural and lexical constructs. Fifty-six sophomores randomly selected from 152 students enrolled in introductory psychology courses at Campbell College were randomly assigned to two treatments--writing modality or reading modality. The writing modality group was instructed to produce written stories which were duplicated and presented to the reading modality group. Two cloze tasks, one omitting every fifth structural unit and one deleting every fifth lexical unit, were prepared for the stories and presented to both groups 2 days after the initial writing and reading of the stories. A two-way analysis of variance was made of the first 50 deletions in each paper according to structural-lexical deletions and reading-writing modalities. It was found that the producer-predictor could predict both structural and lexical deletions at about the same rate (85 percent). The reader-predictor could predict structural words as well as the producer, but could not predict lexical words. Theoretical implications are discussed. References and a table are included. The paper appears in the 1967 proceedings of the American Psychological Association, Division 15. (LS)

65. ED 011 813 RE 000 121
A Longitudinal Evaluation of Reading Achievement in Small Classes.
By- Balow, Irving H.
Pub Date Feb 67
EDRS Price MF-$0.25 HC-$0.50 8P.

Descriptors- *Longitudinal Studies, *Primary Grades, *Reading Achievement, *Reading Research, *Small Classes, Basic Reading, Comparative Analysis, Intelligence, Program Evaluation, Reading Programs, Reading Readiness, Riverside, Sex Differences, Test Results, University of California.

A 3-year experimental primary-grade reading program conducted with a 50 percent reduction of reading class size was evaluated in the Riverside, California, unified school district for the years 1962-1965. Test scores were analyzed for 656 children in the experimental group who had 2 or more years of experience in the experimental program and for 602 children in the control group who had 1 year or less in the experimental program. The small-class program (an average of 15 students per class) was initiated in a stratified random sample of seven elementary schools the 1st year, with six schools added the 2nd year and eight more added the 3rd year. Data gathered from the Metropolitan Readiness Tests in grade 1, Metropolitan Achievement Test in grades 2 and 3, the California Short Form Test of Mental Maturity in grade 2, and the School and College Aptitude Test in grade 4 were analyzed according to experimental and control group readiness, intelligence, reading achievement, and sex differences. The experimental group achieved significantly higher than the control group, according to the amount of time spent on the experimental program. Findings indicated that first grade instruction was most crucial and that boys benefited more from reduced class size than girls. Tables are included. (LS)

66. ED 011 814 RE 000 122
Reading in the Kindergarten.
By- Hoppock, Anne
New Jersey State Dept. of Education, Trenton
Pub Date Mar 66
EDRS Price MF-$0.25 HC-$1.50 28P.

Descriptors- *Beginning Reading, *Kindergarten, *Reading Instruction, *Reading Readiness, *State Standards, Child Development, Early Reading, Learning Readiness, Maturation, Reading Achievement, Reading Processes, Reading Research, Trenton, Workbooks.

Arguments against formalized reading instruction in the kindergarten were presented. After preliminary comments concerning the purpose and plan of the conference, the New Jersey State Board standards for kindergartens were discussed in light of their criteria for establishment and their administration. The case against making reading instruction a part of the kindergarten curriculum was developed through an examination of the following research (particularly Durkin's): the long range effectiveness of readiness workbooks and other formalized readiness instruction, learning theory, the purposes and goals of the kindergarten, and the views of leaders of national repute in the fields of reading, early childhood education, human development and learning, pediatrics, neurology, child psychiatry, and psychology. It was concluded that although students who come to kindergarten knowing how to read or desiring to read should not be prevented from doing so, research has not yet provided evidence that early systematic reading instruction greatly accelerates reading achievement. This paper was presented at Rutgers University, March 23, 1966. (LS)

67. ED 011 815 RE 000 126
Reading, A Report of the Advisory Board to the Minister of Education, Province of Manitoba.
Manitoba Province, Winnipeg, Minister of Education
Pub Date Jan 67
EDRS Price MF-$1.00 HC-$13.40 266P.

Descriptors- *Elementary Grades, *Reading Programs, *Reading Research, *Surveys, *Teaching Methods, Bibliographies, Canada, Comparative Analysis, Curriculum Guides, Language Arts, Manitoba, Questionnaires, Reading Materials, Teacher Education, Teaching Techniques, Test Results, Textbook Evaluation.

Reading programs in the elementary grades in Manitoba, Canada, were studied over a 4-year period to determine what types of programs were in effect and to make recommendations to improve the teaching of reading. Included in the report are (1) a survey of reading in Manitoba from 1946-1966, (2) a description of the content and development of the Manitoba Reading Study Questionnaire, (3) the design of experiments evaluating the "Phonetic Keys to Reading" (Economy Publishing Company of Oklahoma) and the province-adopted "Curriculum Foundation Series" (Forties Edition, published by W. J. Gage), and (4) some comments and recommendations on the teaching of reading, including curriculum, teacher training, teaching techniques, materials, organization for teaching, supervision, and teachers and parents. Ten appendixes are included: (1) the legislature resolution setting up the survey, (2) a list of briefs presented to the advisory board, (3) report of the Committee on Primary Reading, (4) report and recommendations on various methods of teaching in Manitoba, (5) elementary curriculum seminar reports, (6) results of the Manitoba Reading Study Questionnaire Survey, (7 and 8) reports on the "Phonetic Keys to Reading" experiments conducted by the Winnipeg and Fort Garry school divisions, (9) a primary language arts outline, and (10) a bibliography of 80 sources for recent reading research. (LS)

68. ED 011 816 RE 000 129
Reading Group Placement--Its Influence on Enjoyment of Reading and Perception of Self as a Reader.
By- Lasswell, Anne
American Educational Research Association, Wash., D.C.
Pub Date 18 Feb 67
EDRS Price MF-$0.25 HC-$0.90 16P.

Descriptors- *Ability Grouping, *Primary Grades, *Reading Research, *Self Concept, *Student Attitudes, Beginning Reading, Corvallis, Group Reading, Question Answer Interviews, Reading Level.

In an effort to clarify the question of the value of ability grouping, the possible influence of level of reading group placement on primary students' enjoyment of reading and self-perception as readers was studied in three randomly-selected first-, second-, and third-grade classrooms in a Corvallis, Oregon, school located in a lower-middle to upper-middle socioeconomic area. Structured individual interviews were held with all pupils in the three classes in September, 1966 (N=71) and January, 1967 (N=64) to determine (1) if primary children perceive the level of their reading group placement, (2) if accuracy of perception increases as children advance through the grades, (3) if accuracy of perception of placement is related to level, (4) if children in high reading groups report greater enjoyment of reading than children in low reading groups, and (5) if children who have accurately perceived their placement level report more enjoyment of reading than those who over-estimate or under-estimate their placement. No clear-cut evidence was found to support either proponents or opponents of ability grouping as the method of organizing for primary grade reading instruction, although certain trends in accuracy of perception of reading placement were noted. Tables and references are included. This paper was presented to the American Educational Research Association Conference (New York City, February 18, 1967). (LS)

69. ED 011 817 RE 000 130
A Failure to Teach a Sight Vocabulary by Vanishing Literal Prompts.
By- Duell, Orpha K. Anderson, Richard C.
Pub Date 6 Feb 67
EDRS Price MF-$0.25 HC-$0.90 16P.

Descriptors- *Associative Learning, *Beginning Reading, *Reading Research, *Vocabulary Development, Grade 1, Kindergarten, Patterned

Responses, Performance Factors, Positive Reinforcement, Preschool Children, Prompting, Response Mode, Sight Vocabulary, Stimulus Behavior, Stimulus Devices, Task Performance, Urbana.

A study by Tabor and Glaser which taught sight vocabulary by the vanishing literal prompts method was replicated in an experiment with 14 preschool, kindergarten, and beginning first-grade children. Materials used were eight lower case color words printed on 3 by 5 cards. After pretests to identify color knowledge and confirm lack of word knowledge, each subject was individually given a training sequence of nine trials beginning with the color words (cues) accompanied by four radiating lines (prompts) which were the color named by the word. The color prompts were reduced in each succeeding trial until trial nine, when the word was presented alone. Verbal reinforcements were given ty the experimenter after correct responses by the subject. A post-test was given to determine if the subject had learned the word. Tabor and Glaser's findings were not corroborated in the analysis of results. It was found that the desired shift in stimulus control did not take place. Possible reasons for the results are discussed. Individual testing situations are explained and behavior patterns examined. Two tables presenting the nine-trial vanishing schedule and a summary of the data for each subject are included. References are given. This paper was presented at the American Educational Research Association Conference (New York, February 1967). (LS)

70. ED 011 818 RE 000 131
Parent Training and Reading Gains of Elementary School Children.
By- Della-Piana, Gabriel And Others
Report Number CRP-S-266 Pub Date Feb 67
Report Number BR-5-8069
EDRS Price MF-$0.25 HC-$1.25 23P.

Descriptors- *Elementary School Students, *Parent Participation, *Parent School Relationship, *Reading Achievement, *Reading Research, Oral Reading, Parent Education, Parent Workshops, Reading Ability, Reading Improvement, Remedial Reading Programs, Retarded Readers, Silent Reading.

A small sample pilot project which demonstrated a treatment effectiveness and suggested future lines for research and development of parent training programs is described. The major hypothesis tested was that pupils whose parents were involved in a training program would show greater regressed gains in reading skills than pupils with parents not in training. In late spring, an invitational letter was sent to parents of children who would be in the third to sixth grades in two elementary schools and whose reading ability was 1 or more years below grade level. There were 13 experimentals and 16 controls in the final group. The California Reading Test and the Gilmore Oral Reading Test were administered to the pupils as the pre- and post-tests. The experimental parent group was taken through the parent-training program. After the post-testing of all pupils in reading, the control group parents participated in the training program. In reading comprehension, the control group gains were greater than experimental group gains. The parent training program accounted for 16 percent of variance in oral reading accuracy and for 25 percent of the variance in oral reading comprehension. Tables and scatter plots are included. The training program is described in the final report. (BK)

71. ED 011 819 RE 000 132
Observations of Teacher-Pupil Verbal Behavior during Critical Reading Lessons.
By- King, Martha And Others
The Ohio State Univ., Columbus, Coll. of Educ.
Report Number CRP- 2612 Pub Date Feb 67
EDRS Price MF-$0.25 HC-$1.90 36P.

Descriptors- *Critical Reading, *Elementary Grades, *Reading Research, *Teaching Procedures, *Verbal Communication, Columbus, Interaction Process Analysis, Material Development, Questioning Techniques, Student Teacher Relationship, Teacher Role.

Verbal interaction between teachers and pupils when they are reading critically is reported. Six hundred fifty-one children and 24 teachers from seven elementary schools in Columbus, Ohio, served as subjects during the 9-month investigation. Twelve classes, two at each of the six elementary grade levels, were given training in critical reading while 12 classes were instructed in literature. Teacher questions and student responses were the main focus of the study. An instrument was devised for observing verbal behavior. Eight categories of teacher questions were influenced by Bloom's approach, and five pupil categories, representing levels of thought, were influenced by Guilford's structure. Teachers were informed of forthcoming classroom observations which totaled six in number and lasted for 25 minutes. Chi-square was used to analyze the data. The included results indicated that: (1) there is a definite relationship between teacher questions and quality of pupil responses, (2) teachers improved in their ability to ask questions, (3) training of teachers and special instructional materials influenced verbal behavior, (4) limited grade level trends were discernible in teachers' questions, and (5) developmental trends in pupil responses were identifiable in the experimental group. Tables and the observation directions are included. (BK)

72. ED 011 820 RE 000 133
Implications of Structure in Language for the Teaching of Reading.
By- Briggs, F. Allen
Pub Date Dec 66
EDRS Price MF-$0.25 HC-$0.75 13P.

Descriptors- *Grammar, *Language Patterns, *Linguistics, *Reading Instruction, Linguistic Theory, Phonetics, Phonics, Reading Development, Rhetoric, Saint Petersburg, Spelling, Structural Analysis, Syntax, Transformation Theory (Language), Writing.

The usefulness of modern grammar, particularly of knowledge of language patterns, in facilitating reading efficiency is considered in a discussion of the implications of structure in language for the teaching of reading. The following topics are discussed: (1) the dual concept of meaning, (2) the four stages of language structure (sounds, phonetics and spelling, syntax or grammar and rhetoric or composition), (3) phonics and the sound-meaning approach, (4) structural analysis and vocabulary, (5) awareness of structure and reading ease, (6) modern writing vs. classical rhetoric, (7) traditional grammar vs. transformational or generative grammar, and (8) linguistic concepts. Sources for linguistic theory as applied to reading and linguistically based materials for classroom use are given. A four-page summary of modern grammar in outline form is included. This paper was to be presented at the National Reading Conference (Saint Petersburg, December 3, 1966). (LS)

73. ED 011 821 RE 000 136
Basic Literacy Programs for Adults--A National Survey.
By- Otto, Wayne Ford, David
Pub Date Dec 66
EDRS Price MF-$0.25 HC-$0.85 15P.

Descriptors- *Adult Basic Education, *Adult Education Programs, *Literacy, *National Surveys, *Reading Programs, Adult Students, Enrollment Trends, Federal Aid, Illiterate Adults, Instructional Materials, Questionnaires, Reading Level, Saint Petersburg, Student Characteristics.

Basic education programs for adults in 36 states were surveyed in the spring of 1966 to obtain information about location, length of time of operation, prior education and sex of enrollees, level of instruction provided, total enrollment, and materials used. Data from a two-page questionnaire completed by the directors of 367 local programs (a 71 percent return) were analyzed according to the age of programs to determine if older programs, established before the Title IIB funds were available, had characteristics which differed from the more recently developed programs. Results of the data, presented in tabular form, are discussed and interpreted, and trends are noted. Additional study of the following is recommended: the growth rate of newly established programs, the trend toward more men in the literacy programs, the lack of instruction for illiterates offered in the various programs, and the teacher knowledge and use of materials primarily designed for adults. Five tables are included. This paper was presented at the National Reading Conference (Saint Petersburg, December 1-3, 1966). (LS)

74. ED 011 822 RE 000 137
Some Factors to Be Considered in Conducting a College-Adult Reading Program.
By- Carter, Homer L. J. McGinnis, Dorothy J.
Pub Date Dec 66
EDRS Price MF-$0.25 HC-$1.05 19P.

Descriptors- *Adult Students, *College Students, *Developmental Reading, *Reading Programs, *Teaching Guides, Educational Objectives, Kalamazoo, Reading Ability, Reading Processes, Student Evaluation, Teacher Role, Teaching Techniques, Western Michigan University.

Factors considered crucial in conducting a college-adult reading program by the Western Michigan University reading staff are presented as a guide for the establishment of new reading programs on this level. Eight principles derived from experience with the 22-year-old Western Michigan reading program concerning teacher role, a student's understanding of his reading ability, student responsibility for reading improvement, setting up reading objectives, physical, psychological, and environmental factors which may affect reading, sequential and meaningful reading training, instructional procedures, and a student's evaluation of his reading achievement are discussed. Heavy emphasis is placed on the importance of adapting the program to each individual. A brief history of the Western Michigan program reveals the changes which have taken place from 1944 to 1966. References are given. (LS)

75. ED 011 823 RE 000 138
A Reading Program as an Essential Part of a Standard Two-Semester Freshman English Course.
By- Norris, John M., Jr.
Pub Date Dec 66
EDRS Price MF-$0.25 HC-$1.05 19P.

Descriptors- *Colleges, *English Curriculum, *Reading, *Rhetoric, *Universities, Composition (Literary), Course Organization, Educational Objectives, Educational Philosophy, Educational Research, Instructional Materials, Lake Charles, Literature, Louisiana, Sequential Programs, Teacher Role, Teaching Methods.

The importance of the role of reading in a standard two-semester freshman English course is emphasized in a discussion of the basic concepts, purposes, organization, research, and methodology of the college freshman English program. Included in the discussion are an examination of what entering freshmen should know to succeed in college English, a description of teacher role, some criticisms of courses currently offered in many colleges and universities, and some recommendations for course content, sequence, methods, and materials in order to more effectively combine rhetoric and reading into a good freshman program. Pertinent findings from the Project English studies are reported. References are given. (LS)

76. ED 011 824 RE 000 139
A Description of the Lincoln Junior College Reading Program, Junior College Reading Programs in Illinois.
By- Wade, Loretta
Pub Date Dec 66
EDRS Price MF-$0.25 HC-$1.15 21P.

Descriptors- *Junior Colleges, *Reading Programs, *Reading Research, Illinois, Lincoln, Questionnaires, Reading Improvement, Reading Instruction, Reading Materials, Student Characteristics, Teacher Education.

A description of existing reading programs in junior colleges in Illinois including Lincoln Junior College is reported. A questionnaire was sent to the deans of 37 junior colleges, of which 33 responded. Nineteen junior colleges had at least one reading program on campus, 13 did not, and one offered a company specialist service. In most instances, the reading program was operated by the English department. The education of the teaching staff, status of enrolled students, type of reading program, materials, names of programs, and procedure for recording enrollment are included. The Lincoln Junior College students were characterized by goals and type of home community. Objectives of the program and the reading courses offered are included. The test used, students enrolled, and procedures are described. One reference and a list of materials are included. (BK)

77. ED 011 825 RE 000 140
Flaws in Research Design.
By- Gunderson, Doris V.
Pub Date 2 Dec 66
EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *Educational Research, *Research Methodology, *Research Problems, *Research Proposals, *Research Skills, Objectives, Research Review, Statistical Analysis, Theories.

Some common flaws in educational research design were analyzed on the basis of a study by Dr. Gerald Smith of 1,091 unsuccessful research proposals. The following inadequacies are discussed: (1) the lack of specificity in every aspect of the research design, (2) the non-delimited problem, (3) the lack of theoretical framework from which to approach the problem, (4) the lack of significance (usually over-simplification of a complex problem), (5) the failure to examine thoroughly and critically previous research in the area, (6) the provincialism in the review of research (limited scope, geography, substance, and method), (7) the failure to include review of related research in the proposal, (8) the failure to include objectives, hypotheses, and questions or inclusion of broad or vague statements of objectives, (9) inadequacies in sampling (incompleteness, lack of clarity in sampling plan, lack of well-defined population), (10) the failure to describe techniques and instruments to be used in the research, (11) incomplete description of the statistical treatment of the data, (12) the use of unscientific language or overuse of technical or pseudo-technical language, and (13) no control for the Hawthorne effect. Ten conclusions drawn from the analysis of research-design inadequacies concerning the area of educational research are listed. This paper was presented to the National Reading Conference (Saint Petersburg, December 2, 1966). (LS)

78. ED 011 827 RE 000 142
The Art of Questioning in Reading.
Los Angeles City Schools, Calif.
Report Number IB-EC-117 Pub Date 66
EDRS Price MF-$0.25 HC-$1.00 18P.

Descriptors- *Questioning Techniques, *Reading Instruction, *Teaching Guides, *Teaching Procedures, *Teaching Techniques, Teacher Role.

An instructional bulletin for workshop use to assist teachers in developing thought-provoking questions is presented. Derived from Bloom's "Taxonomy of Educational Objectives" and "Classroom Questions--What Kind," the publication illustrates the possible use of a taxonomy of questions in the classroom. Four sample lessons illustrate examples of questions on the adult level, the primer level, and on the second- and sixth-grade levels which may be used during the initial reading of material, the directed rereading, or in the follow-up period. The lessons introduce questions in a sequential order of difficulty. Anticipated pupil responses are given. References are included. (BK)

79. ED 011 828 RE 000 143
A State-Wide Study of Reading Programs, A Research Report.
By- McGuire, Marion L.

Rhode Island State Dept. of Education, Providence
Pub Date Mar 67
EDRS Price MF-$0.25 HC-$2.65 51P.

Descriptors- *Grade 4, *Program Effectiveness, *Reading Achievement, *Reading Programs, *Reading Research, Comparative Analysis, Educational Policy, Environmental Influences, Instructional Improvement, Primary Grades, Providence, Questionnaires, Reading Instruction, Reading Materials, Surveys, Teaching Methods.

The fourth-grade reading programs in 285 public, parochial, and private Rhode Island schools were surveyed to identify the policies, programs, materials, personnel, and environmental factors that affect primary grade reading instruction. State-testing-program scores were used to compare the effectiveness of 20 reading treatments. A questionnaire was distributed in March 1966 to gather information about (1) the primary-grade reading programs of the 1965-66 fourth-grade classes, (2) current practices in the elementary school reading program, and (3) the educational and professional needs of teachers who teach reading at the elementary level. Data from the questionnaire were used with state-testing-program scores on the California Mental Maturity Test, the California Elementary Achievement Test Battery, and the Scholastic Test Service Work-Study Skills Test to compare groups on the basis of kindergarten experience, kindergarten and/or grade 1 entrance age, readiness activities, basic reading approach, teacher-pupil relationship, organization for reading, materials for basic instruction, basal readers, supplementary materials, consultant assistance, individual help, central library, number of books per child, classroom library, class size, socioeconomic level of community, educational-cultural background, and language background. An example of the questionnaire, tables, and a glossary are included. (LS)

80. ED 011 829 RE 000 144
Tomorrow's Reading Instruction--Paradox and Promise.
By- Smith, Nila Banton
Pub Date May 67
EDRS Price MF-$0.25 HC-$1.90 36P.

Descriptors- *Educational Change, *Educational Trends, *Reading Instruction, *Social Change, *Technological Advancement, Business Responsibility, Computer Assisted Instruction, Grouping (Instructional Purposes), Instructional Materials, National Programs, School Architecture, Teacher Role, Teaching Methods, Testing.

The paradoxes and promises of tomorrow's reading instruction are projected and analyzed. Current and future developments in the areas of transportation, communication, chemistry, psychology, and medicine are discussed in light of the impact these innovations will make on society. The changes in education in general and in the teaching of reading in particular which might result from these new developments are discussed as they might affect school architecture, instructional organization, new methods and materials, and teaching reading to different age groups. Last, the impact of the trend toward nationalized, factualized, computerized instruction is explored in a discussion of the pros and cons of national testing, the effects of the technological revolution on reading instruction, the influence of big business on education, and the role of the reading teacher in a machine-oriented society. References are given. (LS)

81. ED 011 830 RE 000 145
Five Decades of Remedial Reading.
By- Harris, Albert J.
City Univ. of New York, Div. of Teacher Education
Pub Date May 67
EDRS Price MF-$0.25 HC-$1.05 19P.

Descriptors- *Diagnostic Tests (Education), *Educational Theories, *Historical Reviews, *Reading Difficulty, *Remedial Reading, Language Handicaps, New York City, Reading Clinics, Reading Diagnosis, Textbooks.

A historical overview of 50 years of remedial reading is categorized and discussed. The decade divisions are 1916-25, 1926-35, 1936-45, 1946-55, and 1956-65. The first decade was characterized by journal articles and the publication of several books. During the second decade batteries of tests were standardized for diagnosing reading difficulties. It was at this time that reading clinics were founded. In the third decade, the International Reading Association came into existence, the Orton Society was founded, and colleges began to organize reading clinics. During the decade 1956-65, there was a shift in theory from psychodynamics toward physiological, neurological, and constitutional factors. A 62-item bibliography is included. This paper was presented at the International Reading Association Conference (Seattle, May 3-6, 1967). (BK)

82. ED 011 831 RE 000 146
A Position Paper on the Teaching of Reading, Developmental and Corrective.
By- Hodder, Velma And Others
Nebraska State Dept. of Education, Lincoln
Pub Date Dec 65
EDRS Price MF-$0.50 HC-$5.70 112P.

Descriptors- *Developmental Reading, *Elementary Grades, *Reading Programs, *Remedial Reading, *Secondary Schools, Corrective Reading,

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Curriculum Guides, Lincoln, Reading Difficulty, Reading Instruction, Reading Materials, Reading Readiness, Reading Tests, Staff Role, Student Evaluation, Teaching Guides.

The basic developmental reading program is reviewed as a foundation for sound remedial or corrective programs in a guide for the improvement of elementary and secondary reading in Nebraska schools. The presentation is developed around four topics: (1) developmental reading (children's growth characteristics and needs, instructional reading level, readiness, the role of the kindergarten, grouping, teaching a basic reading selection, suggestions for program improvement, and continuous evaluation), (2) the educational, physical, emotional, linguistic, and other causes of reading disabilities, (3) the establishment of a corrective reading program (selection of personnel and students for special classes, diagnostic materials and procedures, organization of program, selection of materials, methods, arrangement of reading center, evaluation of reading progress, and roles of teachers, administrators, special reading teachers, pupils, and parents), and (4) the challenge of a good reading program. Included in the appendixes are a partial listing of books, workbooks, games, magazines, kits, and audiovisual materials and equipment for retarded readers, an example of skills taught in a second reader (second level), and a bibliography of selected references for a professional reading shelf. (LS)

83. ED 011 832 RE 000 147
The Nature and Functions of I.T.A. in Beginning Reading.
By- Tanyzer, Harold J.
Pub Date May 67
EDRS Price MF-$0.25 HC-$1.05 19P.

Descriptors- *Beginning Reading, *Initial Teaching Alphabet, *Instructional Materials, *Reading Programs, Orthographic Symbols, Reading Instruction, Reading Skills, Spelling.

The nature, functions, and transitional stage of the Initial Teaching Alphabet (I.T.A.) in beginning reading in the United States are discussed. The medium, I.T.A., was originally conceived as a transitional alphabet, of which spelling is an integral part. The medium is designed to rationalize the decoding process and at the same time provide a foundation for easy transition to traditional orthography (t.o.). Methods for using I.T.A. in teaching reading are the same as those used with t.o. in developing materials. Options are to translate existent t.o., to produce new materials, or to develop materials attempting to utilize the advantages of the new medium. The new materials devised by Tanyzer and Mazurkiewicz contain discrete features which differentiate them from typical basal readers. Initial reading and writing activities, developing and extending skills, and transition in reading, writing, and spelling are discussed. References are included. (BK)

84. ED 011 833 RE 000 148
Helping Children Turn to Reading for Information and Enjoyment.
By- Huus, Helen
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.95 17P.

Descriptors- *Elementary Grades, *Factual Reading, *Literature Appreciation, *Reading Materials, *Recreational Reading, Enrichment Activities, Independent Reading, Library Materials, Reading Development, Reading Interests, Reading Level, Story Reading, Teacher Role.

Some ways children can turn to reading for information and enjoyment are discussed under the following seven headings: teach children to read easily and well, make books available on many levels and topics, promote books actively, read to children every day, have children share their reading, let children fill in a reading design, and read yourself. Examples of activities are included. Suggested book titles and references are provided. (BK)

85. ED 012 212 RE 000 120
Books for Adults Beginning to Read, A Selected List.
American Library Assn., Chicago, Ill.
Pub Date Jun 65
EDRS Price MF-$0.25 HC-$1.10 20P.

Descriptors- *Adult Education, *Basic Reading, *Beginning Reading, *Bibliographies, *Booklists, Chicago, Children's Books, Illiterate Adults, Recreational Reading, Textbook Evaluation, Textbooks, Workbooks.

A selected list of books to meet the needs of adults just learning to read is presented. The list is uneven and incomplete in many subject fields of known interest. Section 1 includes texts, workbooks, and supplementary reading titles for the beginning reader at approximately grades 1-4 reading levels. Section 2 lists texts, workbooks, and supplementary recreational reading titles at the intermediate reading level, approximately grades 5-7. Section 3 mentions children's books which will not offend the adult reader in subject matter, textual presentation, or illustrations. It is recommended, however, that children's books be eliminated from use as soon as possible. The search for suitable materials is a continuing project. (RH)

86. ED 012 213 RE 000 150
Reading Performance of Elementary Student Teachers in a Developing Institution.
By- Adams, Effie Kaye
Pub Date Dec 66
EDRS Price MF-$0.25 HC-$1.20 22P.

Descriptors- *Higher Education, *Negro Institutions, *Negro Students, *Reading Ability, *Reading Research, Bishop College, Dallas, Elementary Education, Reading Achievement, Reading Development, St. Petersburg, Student Teachers.

A study was conducted at Bishop College, Dallas, Texas, to examine the reading needs of prospective elementary teachers. Scores on the Nelson Denny Reading Tests, Advanced Form A, on the Otis Quick Scoring Tests of Mental Ability, Gamma Form BM, and grade point averages covering 4 years of college work were analyzed for 29 Negro elementary student teachers. Approximately one third of the subjects were in the 30-40 age range, and two-thirds were less than 25 years old. Results indicated that the mean total grade equivalent on the Nelson Denny Reading Test for the sample group tested was sufficiently below that of the normative population to justify the elementary student teachers' need for reading improvement. The correlation coefficients between scores was not significant enough to state that these student teachers read at levels commensurate with their IQ, or that their grade point averages were commensurate with their reading performance. Variables such as age, size of high school graduating class, and education and occupation of parents did not seem to influence the reading scores of the subjects. A similar study with 200 subjects equated on the basis of age and intelligence is planned. A review of related literature and references are included. This paper was presented at the National Reading Conference annual meeting (St. Petersburg, December 1, 1966). (RH)

87. ED 012 214 RE 000 151
Application of Operant Conditioning in a College Reading Center.
By- Wark, David M.
Minnesota Univ., Minneapolis
Pub Date Dec 66
EDRS Price MF-$0.25 HC-$1.15 21P.

Descriptors- *College Students, *Operant Conditioning, *Reading Centers, *Reading Speed, Handwriting, Learning Motivation, Minneapolis, Reading Skills, Reinforcement, Reinforcers, St. Petersburg, Teaching Techniques.

The uses of operant conditioning techniques in a college reading and study skills center are discussed in relation to research findings. Operant techniques were useful in gathering data on student behavior as well as in increasing the precision of the data gathered. The effect of these techniques on reading and handwriting rate are discussed and case studies are presented. References and selected figures are included. This paper was presented at the National Reading Conference (St. Petersburg, December 1, 1966). (BK)

88. ED 012 215 RE 000 153
Adult Literacy--Progress and Problems.
By- Curry, Robert L.
Pub Date Dec 66
EDRS Price MF-$0.25 HC-$0.55 9P.

Descriptors- *Adult Basic Education, *Illiterate Adults, *Literacy, Adult Education Programs, Economic Opportunity Act of 1964, Educational Problems, Educationally Disadvantaged, Employment Problems, Federal Aid, Federal Programs, Functional Reading, Illiteracy, National Reading Conference.

The problems connected with the elimination of illiteracy in the United States are discussed in an examination of adult literacy today. The effect which illiteracy has on the ability of the individual to acquire and retain a job is explained, as are the economic, physical, mental, emotional, and moral repercussions of illiteracy. Definitions of functional literacy and illiteracy are provided. Past efforts to raise literacy levels are reviewed--programs provided by the military during the war periods, by individual states (usually backed by insufficient funds), and by volunteer groups of people. Current adult basic education programs resulting from the Economic Opportunity Act of 1964 are described, especially those literacy problems still in existence. (LS)

89. ED 012 216 RE 000 162
Reading Manual, A Guidebook for Illinois Workshops in Reading Remediation.
By- Covey, Catherine
Illinois State Off. Supt. Pub. Instr., Springfield
Pub Date 67
EDRS Price MF-$0.50 HC-$4.10 80P.

Descriptors- *Elementary Grades, *Reading Instruction, *Reading Programs, *Remedial Reading, *Teaching Guides, Content Reading, Instructional Aids, Manuals, NDEA Title III, Reading Diagnosis, Reading Materials, Reading Processes, Reading Tests, Remedial Reading Programs, Resource Materials, Retarded Readers, Springfield, State Curriculum Guides, Workshops.

The importance of adapting reading instruction to each child's needs is stressed in this handbook for teachers of remedial reading. Information is organized around six topics: (1) the nature of the reading process, (2) criteria for a good elementary reading program, (3) remedial readers, the symptoms and causes (physical, intellectual, educational, emotional, and environmental), (4) principles and techniques of diagnosing remedial readers, both formal and informal procedures, (5) the remedial reading program, its basis, scope, objectives, and procedures, and (6) remedial reading in the total school with emphasis on reading in the content areas. Included in the appendixes are selected activities and exercises for teaching reading in the elementary schools, some criteria for the selection and evaluation of reading materials, lists of teachers' books for use with remedial readers, addresses of publishers, essential reading materials for every classroom, and remedial reading workbooks, supplies, audiovisual materials, supplementary readers, and enrichment series. Several additional reference lists, reading inventories and checklists, and a list of diagnostic reading tests are given. (LS)

90. ED 012 217 RE 000 163
Evaluation of the 1965 Secondary Summer School Program.
By- Laliberte, Richard A.
Oakland Unified School District, Calif.
Report Number OUSD-RR-7 Pub Date May 66
EDRS Price MF-$0.25 HC-$2.75 53P.

Descriptors- *Disadvantaged Youth, *Junior High School Students, *Program Evaluation, *Reading Research, *Summer Schools, Arithmetic, Followup Studies, Language Arts, Metropolitan Arithmetic Test, Metropolitan Reading Test, Oakland, Office of Economic Opportunity, Program Effectiveness, Questionnaires, Reading Tests, Retarded Readers.

A pilot junior high summer school program, partially funded by the U.S. Office of Economic Opportunity and designed to provide students from economically and culturally disadvantaged areas opportunities for improving their skills in language arts (particularly reading) and arithmetic, was evaluated after its initiation in the Oakland, California, public schools in 1965. The evaluation was based on questionnaire surveys of parents, staff members, and students and on pre- and post-project test data on the Metropolitan Reading and Arithmetic Tests, Intermediate Level, Forms AM and BM (word knowledge, computation, and problem solving and concepts) for the nearly 500 seventh, eighth, and ninth graders who completed the 6-week program. All participating students had IQ's of 90 or more and were at least 12 months retarded in reading and arithmetic. A followup study of a representative 20-percent sample of the summer school students (all in grades 8 and 9) was made the following fall to determine the residual effects of the program on attendance and attitude records, general achievement, reading achievement, and student self-rating as compared with other students and the previous year of school. Tables, figures, and copies of the questionnaires are included in the appendixes. (LS)

91. ED 012 218 RE 000 166
Research Abstracts, Volume VI.
By- Colette, Sister M.
Cardinal Stritch Coll., Milwaukee, Wis.
Pub Date 64
EDRS Price MF-$0.50 HC-$5.20 102P.

Descriptors- *Elementary Education, *Junior High Schools, *Language Arts, *Reading Instruction, *Reading Research, History Instruction, Language Development, Mentally Handicapped, Milwaukee, Parent Attitudes, Readability, Reading Comprehension, Reading Readiness, Slow Learners, Spelling, Vocabulary Development.

This sixth volume of research abstracts presents reports of 35 research studies completed by candidates for the Master's degree at the Cardinal Stritch College in 1964. Twenty-nine studies are concerned with reading, and six are concerned with the education of the mentally handicapped. Of the reading studies, five pertain to the junior high level and investigate methods of teaching spelling, the effectiveness of the "SQ3R" method, and the ability of school magazines to stimulate critical thinking. Six theses present evaluations of integrated programs for teaching language arts, and six represent studies of the effects of directed reading as a teaching method in the content fields. Other areas investigated are reinforcing reading lessons with filmstrips, listening programs, parental attitudes toward reading propaganda, teaching virtue through stories, evaluative studies of various reading programs, and the readability of religious texts for grades 1 and 2. Studies related to the mentally handicapped report on parental attitudes, teacher training programs, provisions for slow learners in Illinois, special education needs in Rockville Center, New York, language development in Mongoloid children, and some applications of the Mooney Problem Checklist to the guidance of slow learning students. A subject index is provided. (RH)

92. ED 012 219 RE 000 167
Kindergarten Perception Training--Its Effect on First-Grade Reading.
By- Robertson, Jean E.
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *Auditory Perception, *Kindergarten, *Language Development, *Perceptual Development, *Reading Instruction, Canada, Child Development, Edmonton, Grade 1, University of Alberta, Word Recognition.

Fifteen research studies in child development are surveyed. Particular emphasis is given to Feldman who recommends a "code-first" program for beginning reading. The term "code" refers to the letter symbols representing the characteristic speech sounds of English. Some of the problems in perception and the implications for kindergarten perception training programs are considered on the basis of this "code-first" approach. Specific suggestions for activities which would develop a child's auditory perception are described. The role of language in the development of perceptual activity is also discussed, and studies of how the child acquires syntax are reviewed. (RH)

93. ED 012 220 RE 000 168
A Study of Phoneme-Grapheme Correspondence in Monosyllabic Words.
By- Hodges, Richard E.
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.90 16P.

Descriptors- *Beginning Reading, *Orthographic Symbols, *Reading Research, *Spelling, Basic Vocabulary, Graphemes, Phonemes, Seattle.

The spellings of all monosyllabic words in the core vocabulary of American English were analyzed to determine the degree of correspondence between a phoneme and a single graphemic representation in this set of words. A phonemic classification was devised, and computer technology was used to analyze the phoneme-grapheme correspondence of these words in two ways: (1) the spelling of a given phoneme any place in monosyllabic words and (2) the spelling of a given phoneme in initial, medial, and final position in monosyllabic words. Spellings of each phoneme were rank-ordered to determine the odds that a given phoneme would be represented by a particular graphic symbol at least 80 percent of the time in the words studied. The phonemes largely responsible for the orthography's failure to approximate the alphabetic principle in monosyllabic words are the long vowel phonemes and certain diphthongs. Knowledge of consonant and short vowel phonemes can help children understand the nature of orthography and apply this knowledge to spelling. Although educational implications are suggested, the study is fundamentally a description of the alphabetic nature of the orthography of American-English words. This paper was presented at the International Reading Association Conference (Seattle, May 1961). (RH)

94. ED 012 221 RE 000 170
Research Abstracts, Volume VIII.
By- Colette, Sister M.
Cardinal Stritch Coll., Milwaukee, Wis.
Pub Date -66
EDRS Price MF-$0.50 HC-$3.50 68P.

Descriptors- *Mentally Handicapped, *Reading Instruction, *Reading Research, Arithmetic, Critical Thinking, Curriculum, Environmental Influences, Grouping (Instructional Purposes), Milwaukee, Reading Achievement, Reading Interests, Reading Readiness, Reading Tests, Self Concept, Sex Differences, Teacher Attitudes.

Fourteen Master's theses on reading and four on the education of the mentally handicapped completed at the Cardinal Stritch College, Milwaukee, Wisconsin, in 1966 are summarized in Volume 8 in a series of research abstracts. The reading studies--dealing with kindergarten, elementary, secondary, and adult students--are focused on readiness testing and readiness programs, reading achievement, reading instruction, student interests, teacher reading habits and interests, reading curriculum, ability grouping, critical thinking, standardized reading tests, and self-concepts. Special arithmetic teaching methods, sex differences according to different Wechsler IQ levels, the effects of home environment on mental age and achievement, and teacher attitudes are studied in the theses concerning the mentally handicapped. A cumulative subject index for the abstract series is included. (LS)

95. ED 012 222 RE 000 171
Research Abstracts, Volume VII.
By- Colette, Sister M.
Cardinal Stritch Coll., Milwaukee, Wis.
Pub Date 65
EDRS Price MF-$0.50 HC-$4.90 96P.

Descriptors- *Mentally Handicapped, *Reading Instruction, *Reading Research, Adjustment Problems, Attitudes, Bibliotherapy, Instructional Materials, Milwaukee, Parents, Reading Achievement, Reading Habits, Reading Programs, Reading Skills, Vocabulary Development.

Fifteen Master's theses on reading and 13 on the education of the mentally handicapped, completed at the Cardinal Stritch College, Milwaukee, Wisconsin, in 1965 are summarized in Volume 7 in a series of research abstracts. The reading studies--dealing with kindergarten, elementary, secondary, and college students--are focused on bibliotherapy, reading skills, individual differences, reading habits of parents, ability grouping, reading achievement, student and teacher attitudes, the teaching of reading, curriculum, reading and language skills, reading clinics, reading programs, reading teachers, and vocabulary development. The studies on the mentally handicapped are concerned with adjustment, and institutions, social training, vocabulary, vocation rehabilitation, teaching materials, and parents of mentally handicapped children. A cumulative subject index for the abstract series is included. (LS)

96. ED 012 223 RE 000 172
Neurological Research Relevant to Reading--1967.
By- Isom, John B.
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.85 15P.

Descriptors- *Lateral Dominance, *Neurologically Handicapped, *Reading Difficulty, Cerebral Dominance, Eye Hand Coordination, Language Skills, Serial Ordering.

Aspects of neurological research are presented under the topics of neurological growth and development, cerebral dominance, "split-brain" syndrome, and sequencing. The first two areas indicate that assessment of a child's neurological development must take into account variation of rate and degree of development, and that the significance of abnormal neurological signs in a child with reading disability must be compared with the frequency in a "normal" population. The last two areas indicate the complexity of cerebral dominance and that sequencing as a stage of development may contribute to an understanding of reading. (BK)

97. ED 012 224 RE 000 174
The Rationale of a New Visual Linguistic Approach.
By- Brown, James I.
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.95 17P.

Descriptors- *Beginning Reading, *Instructional Materials, *Linguistics, *Reading Materials, *Reading Programs, Audiovisual Aids, Classroom Materials, Individual Instruction, Instructional Technology, Letter Sound Correspondence, Programed Materials, Reading Habits, Reading Instruction, Reinforcement, Teacher Role.

The content of the visual-language reading series which capitalizes on the copy machine, overhead projector, and transparencies is examined. The rationale is built around the minimizing of initial difficulties in learning to read, controlling the early formation of desired reading and word-attack habits, meeting a wide range of individual differences, and heightening the teacher's effectiveness and position. Initial difficulties are minimized by 1 to 1 letter sound relationships, extensive reinforcement of those relationships, introduction of sight words most likely to be met in supplementary material, and building of a more extensive sight vocabulary than is usual. Desired reading habits are controlled by providing for a strong left to right orientation. Individual differences are provided for by a fusing of visual, linguistic, programed, auditory, and contextual methods. The teacher saves time in material preparation, students' attention is controlled, and eye contact is maintained with the class. This paper was to be delivered at the International Reading Association (May 4, 1967). (BK)

98. ED 012 225 RE 000 175
The Psychology of Reading.
By- Kingston, Albert J.
Pub Date May 67
EDRS Price MF-$0.25 HC-$1.10 20P.

Descriptors- *Cognitive Processes, *Information Theory, *Linguistic Theory, *Psychological Studies, *Reading Processes, Behavioral Sciences, Concept Formation, Language Development, Perceptual Development, Reading Instruction, Seattle.

The work of certain psychologists which may have bearing upon the field of reading, particularly in cognition and development, is surveyed and possible applications of psychology to reading are suggested. A well formulated psychology of reading and an adequate theory of reading have not been developed. Instead, reading specialists have tended to select various psychological positions to support certain of their own practices and beliefs. Psychology may provide the impetus for developing a theory of reading which may in turn allow for more precise research in the field. This paper was delivered at the International Reading Association convention (Seattle, May 1967). (RH)

99. ED 012 226 RE 000 176
How a Language-Experience Program Works.
By- Van Allen, Roach
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.50 8P.

Descriptors- *Beginning Reading, *Integrated Activities, *Language Arts, *Language Enrichment, *Primary Grades, Language Experience Approach, Language Skills, Oral Expression, Reading Instruction, Reading Programs, Speech Skills, Teacher Role, Verbal Development.

A language-experience program including spelling, listening, reading, writing, and speaking is discussed. The teacher helps each child become increasingly sensitive to his environment and succeed through a variety of language experiences. Twenty language experiences are grouped into three categories to aid the teacher in selecting appropriate activities. These are extending experience to include words, studying the English language, and relating ideas of authors to personal experience. Activities adapted to large groups, small groups, and individual work are listed. Twelve advantages of a language-experience approach are included. (BK)

100. ED 012 227 RE 000 177
A Grouping Plan Capitalizing on the Individualized Reading Approach.
By- Hunt, Lyman C.
Pub Date May 67
EDRS Price MF-$0.25 HC-$1.00 18P.

Descriptors- *Grade 1, *Grouping (Instructional Purposes), *Independent Reading, *Individualized Programs, *Reading Instruction, Individualized Reading Program (IRP).

A variety of arrangements, activities, and grouping possibilities within the classroom using the Individualized Reading Program (IRP) are presented. Several misconceptions about the Individualized Reading Program are mentioned, especially the notion that class subgroups are not permissible within the IRP structure and that the teacher-pupil conference is the only kind of interaction between teacher and pupil in this method of instruction. It is stressed that classroom organization must facilitate teaching and be flexible, and that quiet, independent work habits must be taught. The following possibilities for classroom organization are discussed: (1) teacher to total class which includes class conference following silent reading time and book sharing by one pupil with total class, (2) subgrouping within the total class according to reading levels, activities, particular skills to be taught, or types of books read, and (3) the teacher-pupil conference. This address was presented at the annual convention of the International Reading Association (12th, May 5, 1967). (RH)

101. ED 012 228 RE 000 178
The Teaching of Reading, A Report of a Study Conducted by the Curriculum Committee of the Minneapolis Citizens Committee on Public Education, June, 1966.
By- Wittcoff, Harold And Others
Minneapolis Citizens Comm. on Pub. Educ., Minn.
Pub Date Jun 66
EDRS Price MF-$0.75 HC-$9.15 181P.

Descriptors- *Beginning Reading, *Elementary Grades, *Reading Instruction, Cultural Disadvantagement, Individual Instruction, Initial

Teaching Alphabet, Language Enrichment, Mentally Handicapped, Minneapolis, Parent Influence, Parent Responsibility, Phonics, Programed Instruction, Reading Readiness, Remedial Instruction.

This compilation of reports, discussions, and reviews of specific methods of teaching reading in the elementary grades includes a description of the reading program in Minneapolis. The methods included in the report are the phonic-first method, the use of basal readers, the linguistic approach, the Initial Teaching Alphabet, the language-experience approach, the programed reading approach, and individualized reading. Other topics covered include reading readiness, parent readiness, and teaching the culturally disadvantaged, the mentally retarded, the brain-injured, and the gifted child. (RH)

102. ED 012 229 RE 000 180
A Two-Year Longitudinal Study to Determine the Ability of First Grade Children to Learn to Read Using the Early-to-Read i/t/a, A Research Summary.
By- McCracken, Robert A.
Washington Off. State Supt. Pub. Instr., Olympia
Report Number WOSSPI-RR-07-07 Pub Date Jun 67
EDRS Price MF-$0.25 HC-$1.35 25P.

Descriptors- *Grade 1, *Initial Teaching Alphabet, *Reading Programs, *Reading Research, Control Groups, Initial Teaching Alphabet (i/t/a), Longitudinal Studies, Olympia, Reading Achievement, Reading Instruction, Reading Skills, Supplementary Reading Materials, Traditional Orthography, Traditional Orthography (TO)

A 2-year longitudinal study was conducted to evaluate the "Early-to-Read i/t/a Program." Thirty-four pupils randomly assigned to one first grade were taught using the "Early-to-Read i/t/a Series," and 26 pupils randomly assigned to another first grade were taught using the "Ginn Basic Readers" and traditional orthography (to). A subcontrol group of 86 pupils was selected randomly from the remaining first grades and received only initial readiness testing and final reading achievement testing at the end of grades 1 and 2. Tests administered were the prereading test accompanying the Sheldon Reading Series, a letter knowledge test of the alphabet, the Wechsler Intelligence Scale for Children (WISC), the Gray Oral Reading Test, the Standard Reading Inventory, and the Stanford Achievement Tests. There were no differences among the groups in readiness to read. There was no significant difference in overall reading achievement between the experimental and main control group at the end of first or second grade when the reading was done in to. There were fairly significant differences between both the experimental and subcontrol groups, and between the control and subcontrol groups on most measures of reading achievement at the end of first and second grades. The experimental group consistently achieved the highest scores, and the subcontrol group consistently achieved lowest scores. These and other results seemed to indicate that good teaching under traditional orthography was preferable to changing the alphabet. (BK)

103. ED 012 230 RE 000 182
Teaching the Educable Mentally Retarded Child to Read.
By- Black, Millard H. And Others
Los Angeles City Schools, Calif.
Report Number LACS-IB-EC-106 Pub Date 66
EDRS Price MF-$0.50 HC-$4.20 82P.

Descriptors- *Curriculum Guides, *Educable Mentally Handicapped, *Elementary Grades, *Reading Instruction, Learning Activities, Los Angeles, Reading Programs, Reading Skills, Teaching Procedures, Teaching Techniques.

An instructional bulletin to assist teachers of the educable mentally retarded child in the development of reading skills was prepared for the Los Angeles City elementary schools. The bulletin is divided into four sections which include an introduction, a discussion of the developmental sequence necessary for effective reading instruction, suggestions for stimulating the development of those factors, and some procedures for effective reading instruction. An appendix presents activities for developing sensory perception and discrimination, for practicing the skills developed in specific reading lessons, and for independent practice or drill. (BK)

104. ED 012 231 RE 000 183
Criteria for Selecting Materials to Teach Reading.
By- Olsen, Hans C.
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *Elementary Grades, *Reading Instruction, *Reading Materials, Reading Material Selection.

Before selecting materials to teach reading, a set of consistent and appropriate criteria must be devised and used to objectively analyze available materials. A knowledge of the children, teachers, and objectives and pattern of the reading program in the school system aids the determination of the criteria. Judgment must then be used in selection because materials will rarely fit all the chosen criteria, and priority must be given to some of them. There are little known criteria which should be considered: (1) a provision for controlling grapheme-phoneme correspondence, (2) recognition of dialect differences, and (3) an attempt to stimulate children to read widely outside of school. Contradictory criteria which should be avoided include: (1) gaining meaning versus learning grapheme-phoneme relationship and (2) controlled vocabulary versus literary quality. (RH)

105. ED 012 232 RE 000 187
A Study of the Effect of a First Grade Listening Instructional Program upon Achievement in Listening and Reading.
By- Kellogg, Ralph Edward
San Diego County Dept. of Education, Calif.
Report Number BR-6-8469 Pub Date 66
Contract OEC-4-7-0684-69-0015
EDRS Price MF-$0.75 HC-$8.15 161P.

Descriptors- *Grade 1, *Language Arts, *Listening Skills, *Reading Achievement, *Reading Research, Basic Reading, Instructional Materials, Language Experience Approach, Listening Skills, Literature Programs, Reading Improvement, San Diego, Sex Differences.

A first-grade listening skills program was designed to be taught as an integral part of the language arts program and to improve achievement in listening and reading. The components and guidelines for the experiment are specified. Thirty-three classrooms in 22 elementary schools in San Diego County participated. The treatment groups were a traditional approach and an experience approach. Within each treatment group 40 structured or unstructured literature listening lessons of 20 minutes each were taught. A post-test only control design was utilized. Analysis of variance was used to analyze the data. The Pintner-Cunningham Primary Intelligence Test, the Stanford Achievement Test, and the Wright Listening Comprehension Test were administered. Teachers evaluated the lesson plans. The structured program within the traditional group caused a significant difference in all listening and reading achievement for boys, tied only in listening vocabulary for girls. The structured program in the language experience group significantly affected total listening achievement and reading vocabulary for both boys and girls. Other results, conclusions, recommendations, limitations, appendixes, tables, figures, and a bibliography are included. (BK)

106. ED 012 673 RE 000 154
Some University Students and Their Ideal Study Environment...As They See It.
By- Christ, Frank
Pub Date Dec 66
EDRS Price MF-$0.25 HC-$0.50 8P.

Descriptors- *College Students, *Student Opinion, *Study Facilities, *Study Habits, Educational Facilities, Independent Study, National Reading Conference Loyola University of Los Angeles, Questionnaires, School Space, Student Attitudes, Surveys.

A doctoral study of the opinions of 700 students in six California community colleges concerning the ideal study environment was replicated by the Study Skills Center of Loyola University of Los Angeles in 1966-67 as part of an evaluation of student study habits and attitudes. In this interim report, the responses of 109 nonresident and 105 resident male freshmen to the 27 items of the 100-item opinionnaire (used in both studies), dealing with seven study space problems, were analyzed. Student preferences for the following items were discussed: (1) decor in study area, (2) type of furniture most suitable for studying, (3) accessibility of study materials, (4) smoking privileges, (5) size of room or study area, (6) amount of privacy needed, and (7) best time of day for studying. Five tentative recommendations for the university administration, based on the freshman data, are listed. Complete data for all four undergraduate classes and final recommendations will be published at a later date. References are given. (LS)

107. ED 012 674 RE 000 155
The Implications and Use of Cloze Procedure in the Evaluation of Instructional Programs.
By- Bormuth, John R.
California Univ., Los Angeles
Report Number CSEIP-OCCAS-REP-3 Pub Date Apr 67
EDRS Price MF-$0.25 HC-$2.85 55P.

Descriptors- *Cloze Procedure, *Curriculum Evaluation, *Readability, *Reading Comprehension, Comparative Analysis, Evaluation Methods, Grammar, Los Angeles, Structural Analysis, Test Construction, Test Interpretation.

The cloze readability procedure was examined to determine its utility as a device for evaluating the effectiveness of instructional programs. The possibility of developing a method, which incorporates the cloze procedure, for making criterion reference tests over verbally presented instruction was also investigated. A discussion of cloze research, tables, a procedure for using the cloze test and interpreting and reporting cloze scores, and a bibliography are included. (BK)

108. ED 012 675 RE 000 157
Predicting Grade One Reading Performance--Intelligence Vs. Reading Readiness Tests.

By- Hopkins, Kenneth D. Sitkei, E. George
Pub Date Feb 67
EDRS Price MF-$0.25 HC-$0.35 5P.

Descriptors- *Beginning Reading, *Intelligence Tests, *Predictive Validity, *Reading Readiness Tests, *Reading Research, American Educational Research Association, California Test of Mental Maturity, Grade 1, Lee Clark Reading Readiness Test, Lee Clark Reading Test, New York City.

The comparative validity of the Lee-Clark Reading Readiness Test and the California Test of Mental Maturity (CTMM) for predicting grade 1 reading success was studied. All entering first-grade pupils in two elementary schools in a low-middle-class community were administered both tests during the first 3 weeks of school. Performances on these tests were correlated with scores on the Lee-Clark Reading Test, Primer (Form A), and teacher marks near the end of the school year. The readiness test did at least as well in predicting first-grade performance as the CTMM. This finding is consistent with other investigations which have compared readiness tests with intelligence tests for predicting grade 1 reading success. A table and references are included. This paper was presented at the American Educational Research Association meeting (New York City, February 1967). (H)

109. ED 012 676 RE 000 158
The Relationships of Attitudes to Reading Comprehension in the Intermediate Grades.
By- Jacobson, Milton D. Johnson, Joseph C.
Pub Date Feb 67
EDRS Price MF-$0.25 HC-$1.40 26P.

Descriptors- *Intermediate Grades, *Reading Comprehension, *Reading Research, *Student Attitudes, Albemarle County, Factual Reading, Interpretive Reading.

In a study to determine the effect of attitudes on learning, the literal and interpretative comprehension abilities of intermediate grade children on thematically based reading selections were compared with their attitudes toward that material. Three of the most common reading themes inherent in children's stories were determined by a panel of graduate students, university professors, and the investigators which conducted a survey of the literature. At each grade level, three stories were selected for each theme. Subjects were 285 children in grades 4, 5, and 6 in Albemarle County, Virginia. Each child read nine stories. An attitude inventory was constructed for each theme using procedures recommended by Thurstone. For each story, comprehension tests of 10 literal and 10 interpretative questions were administered. An analysis of the data led to the following conclusions. The importance of attitudes in improving comprehension was questionable when different variables were controlled. Attitudes appeared not to function appreciably in intermediate grades and to function differently for literal and interpretative comprehension. Literal and interpretative comprehension were differentially affected by sex. Relationships between attitude and comprehension were unaffected by race or socioeconomic status. Tables and a bibliography are included. (RH)

110. ED 012 677 RE 000 161
The Effects of an In-Residence Summer Program on the Academic-Year Performance of Underachieving Disadvantaged High-School Youth.
By- Tanner, Daniel Lachica, Genaro
Pub Date Feb 67
EDRS Price MF-$0.25 HC-$1.25 23P.

Descriptors- *College Preparation, *Disadvantaged Youth, *Enrichment Programs, *Grade 10, *Underachievers, Academic Achievement, American Educational Research Association, Attendance Records, College Discovery and Development Program, Columbia University, Comparative Analysis, Dropout Rate, Experimental Programs, Individual Instruction, New York City, Program Evaluation, Remedial Instruction, Residential Programs, Summer Programs, Test Results, Upward Bound Project.

A New York City program to identify disadvantaged youth with undiscovered college potential at the end of ninth grade, to improve their motivation and achievement in school work, to develop their expectations for college entrance, and to improve their chances for success in college, is described. During the spring of 1965, 579 disadvantaged boys and girls were selected on the basis of earlier school performance, severe socioeconomic handicaps, standardized test performance, and counselor and teacher recommendations. An experimental group of 145 students randomly chosen from the group was given a special 8-week, in-residence summer program on the Columbia University campus--an Upward Bound pilot project designed to overcome educational deficiencies, develop improved attitudes toward learning, and develop more effective study habits. This was followed by a special school-year program given in five high school development centers, including tutorial services, curriculum guidance, a cultural program, remedial work, block-time classes, and individualized instruction. The control group of 424 students was exposed only to the special school-year program. At the end of the school year, the two groups were compared for grades, Regents Examination scores, attendance, and dropouts. The experimental group showed a slight advantage. Further results and recommendations are given. Tables and references are included. This paper was presented at the American Educational Research Association meeting (New York City, February 18, 1967). (LS)

111. ED 012 678 RE 000 164
The Modality Concept--Including a Statement of the Perceptual and Conceptual Levels of Learning.
By- Wepman, Joseph M.
Pub Date May 67
EDRS Price MF-$0.25 HC-$1.10 20P.

Descriptors- *Aurally Handicapped, *Conceptual Schemes, *Learning Theories, *Perceptually Handicapped, *Visually Handicapped, International Reading Association, Learning Processes, Models, Perceptual Development, Reading Difficulty, Reading Processes, Seattle, Underachievers, Wepman Auditory Discrimination Test.

The differences among children in their use of specific modalities for learning and the necessary establishment of perceptual bases for conceptual learning are discussed. A model is presented which emphasizes the modality-bound nature of input and output, and elaborates the hierarchial but interrelated nature of the maturation and development of the nerual system. The importance of the distinction of modality learning lies in the direction for assisting underachievers. The effect upon reading achievement is discussed. References are included. This paper was prepared for presentation at the International Reading Association annual convention (12th, Seattle, May 4-6, 1967). (BK)

112. ED 012 679 RE 000 184
Reading--A Controversial View, Research and Rationale.
By- Bateman, Barbara
Oregon Univ., Eugene
Pub Date May 67
EDRS Price MF-$0.25 HC-$1.00 18P.

Descriptors- *Aural Learning, *Comparative Analysis, *Grade 1, *Reading Research, *Visual Learning, Beginning Reading, Detroit General Intelligence Scale, Eugene, Highland Park, Illinois Test of Psycholinguistic Abilities, Metropolitan Reading Readiness Test, Phonics, Psycholinguistics, Reading Achievement, Reading Comprehension, Reading Materials, Reading Processes, Spelling, Teaching Methods.

The view that reading is a rote, automatic, conditioned, nonmeaningful process which precedes (thus is separable from) comprehension is corroborated in a two-part investigation. In Part I, evidence is presented to support the position that reading is a nonmeaningful process. In Part II, a study of the efficacy of an auditory approach to first-grade reading compared to a visual approach is reported. Eight above-average kindergarten classes in the Highland Park, Illinois, school system were given the Detroit Group Intelligence Scale and the Metropolitan Reading Readiness Test. Four of the classes were assigned to heterogeneous classes taught by either the auditory (Lippincott's series) or the visual (Scott-Foresman series) method. The other students were labeled auditory or visual subjects on the basis of scores on the Illinois Test of Psycholinguistic Abilities and were placed in four treatment classes. At the end of the first grade, the Gates Primary Word Recognition and Paragraph Reading Tests and a spelling test were administered to all classes. Results were compared for (1) auditory and visual methods in the nonplacement classes, (2) auditory and visual methods with auditory and visual subjects, and (3) good and poor readers from placement classes. The auditory method was found to be vastly superior to the visual method for both reading and spelling. Tables, profiles, and references are included. This paper was published as a "Curriculum Bulletin," Volume 23, Number 278, May 1967, and is also available from the School of Education, University of Oregon, Eugene, Oregon 97403, for $0.60. (LS)

113. ED 012 680 RE 000 185
Programmed Instruction and Automation in Beginning Reading.
By- Fry, Edward
Pub Date May 67
EDRS Price MF-$0.25 HC-$1.55 29P.

Descriptors- *Beginning Reading, *Programed Instruction, *Reading Research, Audiovisual Programs, Computer Assisted Instruction, Instrumentation, International Reading Association, Programed Texts, Programed Tutoring, Research Reviews (Publications), Seattle.

A review of recent investigations into the effectiveness of programed instruction in reading and a consideration of teacher and student attitudes toward this method of instruction are presented. The various approaches to programed instruction described include the Buchanan Program Reading Series, the talking typewriter, teaching machines (phonics or whole word approach), programed tutoring (including both a teacher and a machine), computer-assisted instruction, tapes which teach reading skills ranging from readiness to third grade, and the "Aud-X," a device which displays words as well as reads them to the child. Evidence shows that programed instruction, along with computer-assisted instruction and talking typewriters, can teach beginning reading, but there is no proof that they can teach reading any better than regular classroom teaching or human tutoring. In the only well controlled study, that made by Robert Ruddell at the University of California, programed learning and basal texts came out even. Tables and a bibliography are included. This paper was presented at the International Reading Association annual convention (12th, Seattle, May 4-5, 1967). (RH)

114. ED 012 681 RE 000 194
The Nature of Comprehension.
By- Cleland, Donald L.
Pittsburgh Univ., Pa., School of Education
Pub Date Jul 66
EDRS Price MF-$0.25 HC-$1.00 18P.

Descriptors- *Concept Formation, *Conceptual Schemes, *Models, *Reading Comprehension, Intellectual Development, Mental Development, Perception, Pittsburgh.

The nature of comprehension is defined and clarified. The literature is surveyed to show that the development of concepts is important in intellectual activities. It is pointed out that concepts are built from percepts, images, sensation, and memories, and that the steps which are employed as concepts are built and refined and include perceiving, abstracting, and forming generalizations. A model including perception, apperception, abstraction, appraisal, ideation, and application is presented to explain the intellectual processes. References are included. This paper was presented at the Annual Conference and Course on Reading (22nd, University of Pittsburgh, July 5-15, 1966), and published in a report of that meeting, "Progress and Promise in Reading Instruction," by the School of Education, University of Pittsburgh, Pittsburgh, Pennsylvania 15213. (BK)

115. ED 012 682 RE 000 195
Behavioral Research that Has Promise in the Teaching of Reading.
By- Laffey, James L.
Pittsburgh Univ., Pa., School of Education
Pub Date Jul 66
EDRS Price MF-$0.25 HC-$0.80 14P.

Descriptors- *Behavioral Science Research, *Interdisciplinary Approach, *Reading Instruction, *Reading Skills, *Research Reviews (Publications), ERIC Staff Member, Eye Movements, Inner Speech (Sub-Vocal), Medical Research, Neurology, Operant Conditioning, Paired Associate Learning, Pittsburgh, Reading Achievement, Reading Comprehension.

Data from five areas of behavioral research which have relevance to the teaching of reading are reviewed in an effort to indicate how this relatively new type of research (1) applies basic scientific techniques to practical learning situations, (2) helps bridge the gap between learning theory and practical applications, (3) represents an interdisciplinary attack on educational problems, and (4) encompasses the essential task of educators, behavioral change. The findings from 21 research studies and their implications for reading are reported for the following topics: (1) electronomyographic studies of subvocal mechanism and mental or brain neural activity which is not visible to the naked eye (emphasis on silent speech and neural response), (2) the application of operant conditioning and reinforcement principles to the reading behaviors of individuals, (3) the behavior of the eyes during reading, (4) paired associate learning situations (verbal associations in the reading process), and (5) the effect of drugs on mental behaviors, and reading and related behaviors. A brief history of the development of behaviorism and neobehaviorism is given. References are given. This paper was presented at the Annual Conference and Course on Reading (22nd, University of Pittsburgh, July 5-15, 1966), and published in a report of that meeting, "Progress and Promise in Reading Instruction," by the School of Education, University of Pittsburgh, Pittsburgh, Pennsylvania 15213. (LS)

116. ED 012 683 RE 000 197
Applications of Research to the Problem of Instructional Flexibility.
By- Sartain, Harry W.
Pittsburgh Univ., Pa., School of Education
Pub Date Jul 66
EDRS Price MF-$0.25 HC-$1.10 20P.

Descriptors- *Class Organization, *Grouping (Instructional Purposes), *Grouping Procedures, *Reading Instruction, Evaluation Techniques, Flexible Scheduling, Individual Differences, Nongraded System, Pittsburgh, Team Teaching.

Selected research on the problem of instructional flexibility is surveyed and discussed. Broad topics of discussion are departmentalization, homogeneous sectioning, interclass ability sectioning, the extent of variability in reading development, and practices that may increase flexibility. Among those practices to increase flexibility are team teaching, nongraded, multiage sectioning, and the continuous progress plan. Criteria for evaluating organizational patterns are listed. It is pointed out that school organization plans free teachers to provide adequately for differences. A bibliography is included. This paper was presented at the Annual Conference and Course on Reading (22nd, University of Pittsburgh, July 5-15, 1966), and published in a report of that meeting, "Progress and Promise in Reading Instruction," by the School of Education, University of Pittsburgh, Pittsburgh, Pennsylvania 15213. (BK)

117. ED 012 684 RE 000 198
Programs for the Pre-School Child.
By- Vilscek, Elaine
Pittsburgh Univ., Pa., School of Education
Pub Date Jul 66
EDRS Price MF-$0.25 HC-$0.60 10P.

Descriptors- *Early Experience, *Language Development, *Preschool Curriculum, *Preschool Learning, *Preschool Programs, Denver Program, Environmental Influences, Group Activities, Headstart Project, Individual Study, Language Instruction, Language Skills, Montessori Approach, O.K. Moore, Pittsburgh, Preschool Teachers.

Three aspects of programs and procedures for the preschool child are discussed: growth in communicating, operational preschool programs, and some specific experiences teachers can provide. The effects of social setting, environment, and adult example on growth in communication are described. Operational preschool programs--the Denver Program, Montessori Approach, Responsive Environment Techniques Project, and Operation Headstart--are outlined briefly. The experiences preschool teachers can provide are categorized as free-play activity, structured group experiences, independent-directed activities, and teacher-child language experiences. References are clued. This paper was presented at the Annual Conference and Course on Reading (22nd, University of Pittsburgh, July 5-15, 1966), and published in a report of that meeting, "Progress and Promise in Reading Instruction," by the School of Education, University of Pittsburgh, Pittsburgh, Pennsylvania 15213. (BK)

118. ED 012 685 RE 000 202
The Influence of a Head Start Program on Reading Achievement.
By- Ramsey, Wallace Boercker, Marguerite
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.80 14P.

Descriptors- *Culturally Disadvantaged, *Grade 1, *Preschool Education, *Program Evaluation, *Reading Achievement, Comparative Analysis, Headstart Project, International Reading Association, Language Experience Approach, Nonstandard Dialects, Phonics, Prereading Experience, Reading Readiness, Scott County, Seattle, Teaching Methods.

A study of the effects of attending an 8-week Headstart program during the summer prior to the first grade on the first-grade reading achievement of 152 pupils in Scott County, Kentucky, indicated a need for a classroom continuation of the experience approach in reading methods. At the opening of the school year, the Headstart pupils were mixed in 15 first-grade rooms. Some teachers used a synthetic and some an analytic approach to reading. The Metropolitan

Readiness Test was given in October, the California Test of Mental Ability in December, and the Stanford Achievement Test in May. Occupations of parents were categorized by use of the Socioeconomic Scale of Occupations devised by A. M. Edwards. A straight and unequated comparison of the reading scores of the two groups revealed no significant difference in achievement. Evidently, the Headstart program achieved success in preparing children for academic learning. Some radical approach to teaching reading to children whose normal dialect is nonstandard English is needed. Substantial further experimentation and study are necessary for Headstart to achieve its full promise. Correlations on five variables substantiate the study. A summary of findings is included and references are given. This paper was presented at the International Reading Association annual convention (12th, Seattle, May 4-6, 1967). (BK)

119. ED 012 686 RE 000 311
Individualized Reading Versus a Basal Reader Program in Rural Communities, A Second Year--Grades One and Two.
By- Spencer, Doris U. Moquin, L. Doris
Johnson State Coll., Vt.
Report Number CRP-3179
EDRS Price MF-$0.50 HC-$5.35 105P.

Descriptors- *Grade 1, *Grade 2, *Individualized Programs, *Methods Research, *Reading Research, Basic Reading, Johnson, Phonics, Preschool Education, Reading Achievement, Reading Development, Reading Instruction, Reading Programs, Reading Skills, Sex Differences, Speech to Print Phonics.

The effectiveness of the individualized reading program of Cooperative Research Project-2673 was evaluated. The study repeated the program in many of the original classes and extended the method to new first-grade classes. The achievement of these classes was compared with that of first grades taught by the basal reader method. The study continued the individualized method through second grade for those pupils who had received instruction by this method in the first-grade study. The achievement of these classes was compared with that of second-grade classes taught by the basal reader program. New teachers attended a preschool workshop. For the test period of 140 days, the individualized program used the Speech-to-Print-Phonics Program while the basal program utilized the Scott-Foresman Series. Pre-, medial-, and post-tests were administered to the first and second graders. A multivariate analysis of covariance was used to analyze the data. First graders with preschool experience performed better than those with no preschool experience in readiness skills. The preinstructional achievement of the individualized second-grade classes was superior to that of the basal classes. Sex differences were found on some of post-test measures.

The individualized second-grade groups scored significantly higher on all post-test measures, except on two arithmetic tests. Additional results, conclusions, and references are included. (BK)

120. ED 012 687 RE 000 312
Comparison of the Basal and the Coordinated Language Experience Approaches in First Grade Reading Instruction.
By- Vilscek, Elaine C. Cleland, Donald L.
Pittsburgh Univ., Pa., School of Education
Report Number CRP-2729 Pub Date 64
EDRS Price MF-$1.00 HC-$12.05 239P.

Descriptors- *Grade 1, *Language Arts, *Language Experience Approach, *Reading Instruction, *Reading Research, Basic Reading, Inservice Teacher Education, Intelligence Differences, Language Development, Language Skills, Pittsburgh, Reading Skills, Sex Differences, Socioeconomic Status.

The effects of two instructional approaches, the coordinated, basal language arts approach and the integrated experience approach to communication, on pupils' language development were examined. Approximately 600 first-grade students were assigned randomly to the two approaches. Approximately 500 pupils comprised the final, total pupil population at the close of the school term. Readiness, intelligence, and achievement tests were administered. Additional information concerning the teachers, pupils, school, and community was secured. Inservice meetings were scheduled for all 24 participating first-grade teachers. Data were analyzed by multivariate and univariate analysis of variance. Pupils in the integrated experience approach had higher mean scores on the word meaning, paragraph meaning, vocabulary, and word study sections of the Stanford Achievement Test. Pupils in the higher socioeconomic level had higher mean scores than those in the lower and middle socioeconomic levels. Girls had higher mean scores than boys on the word meaning, paragraph meaning, spelling, and word study sections of the Stanford Achievement Test. Differences were evident between pupils at mental age levels on all subsections of the Stanford Test. Additional results and conclusions, recommendations, a bibliography, and appendixes are included. (BK)

121. ED 012 688 RE 000 313
Linguistic Considerations in the Design of the Stanford Computer-Based Curriculum in Initial Reading.
By- Rodgers, Theodore S.
Stanford Univ., Calif., Inst. Math.-Studies Soc. Sci.
Report Number PS-TR-111 Pub Date 1 Jun 67
EDRS Price MF-$0.50 HC-$3.65 71P.

Descriptors- *Computer Assisted Instruction, *Linguistics, *Primary Grades, *Reading Instruction, *Reading Materials, Individual Differences, Psycholinguistics, Reading Comprehension, Reading Skills, Speech Skills, Spelling, Stanford Vocalic Center Groups (VCG), Written Language.
Grant OEG-5-10-050

Some views on the role of linguistic science in the design of reading materials and the teaching of primary reading are contrasted. Four areas of linguistic study relevant to reading are examined briefly: (1) the structure of the speech system, (2) the structure of the graphic system, (3) the relationship of graphology to phonology, and (4) the comparative syntax of spoken and written English. Some classical arguments as to the relationship of linguistic description and psychological function are reexamined in terms of problems in design of an initial reading curriculum. The adaptation of the curriculum to the individual learning characteristics of the student participants was viewed as a central problem of education and of computer-assisted instruction (CAI) particularly. The Stanford Curriculum in CAI in beginning reading is based on the following seven psycholinguistic tenets: (1) teaching spelling and reading independently, (2) initiating reading with a decoding stage, (3) associating sight to sound between letter patterns and vocalic center groups (VCG), (4) scaling the difficulty of the VCG units for presentation, (5) presenting graphic patterns as members of a rhyme and alliteration set in a matix format, (6) presenting word items in various contexts, emphasizing the morphological, syntactic, and semantic functions, and (7) presenting words in various contexts in which pronunciation, grammar, and meaning convey the writer's intent. These tenets are discussed in terms of contemporary pedagogical opinion, related empirical research, experimental investigations by the Stanford group, and practical consequences in curriculum materials. A bibliography and a table are given. (BK)

122. ED 012 689 RE 000 314
The Influence of Parental Attitudes and Child-Parent Interaction upon Remedial Reading Progress.
By- Della-Piana, Gabriel And Others
Utah Univ., Salt Lake City
Report Number CRP-S-266-1 Pub Date 66
EDRS Price MF-$0.50 HC-$5.80 114P.

Descriptors- *Parent Attitudes, *Parent Child Relationship, *Reading Achievement, *Reading Research, *Verbal Ability, Elementary Grades, Oral Reading, Parent Conferences, Parent Education, Parent Workshops, Parental Attitude Research Instrument, Reading Skills, Remedial Reading, Retarded Readers, Salt Lake City, Silent Reading.

Two pilot studies of the relationship between parent characteristics and the reading achievement of their children are reported. The first study compared the behavior of mothers of high and low verbal girls in two semistructured interaction situations. Ten high verbal and 10 low verbal girls were selected for study on the basis of scores on the Gates Reading Survey and on the Lorge-Thorndike Intelligence Test. One-tailed t tests were used to analyze the data. Mothers of high verbal girls exhibited more positive scores on social-emotional reactions and total warmth. The purposes of the second study were to show the effect of a parent training program on silent and oral reading and to correlate mothers' attitudes with silent and oral reading. Subjects were 13 experimental and 16 control students in grades 3 to 6. Pupil pre- and post-measures were the California Test and the Gilmore Oral Reading Test. The parent measure was the Parental Attitude Research Instrument. Fourteen weekly sessions were held with experimental parents. Mean scores, difference scores, and t tests were used to analyze the data. The treatment had a greater effect on oral than on silent reading. Positive attitudes toward child rearing correlated significantly with silent reading comprehension. A description of the parent training program, three appendixes, and a bibliography are included. (BK)

123. ED 012 690 RE 000 315
Preventive Measures to Reduce Reading Retardation in the Primary Grades.
By- Reid, Hale C. And Others
Cedar Rapids Community School District, Iowa
Report Number CRP-3157 Pub Date 66
EDRS Price MF-$1.00 HC-$12.75 253P.

Descriptors- *Grade 2, *Inservice Teacher Education, *Instructional Programs, *Methods Research, *Reading Research, Ames, Basic Reading, Cedar Rapids, Reading Achievement, Reading Improvement, Reading Instruction, Remedial Teachers, Retarded Readers.

Cooperative Research Project-2698 was extended to the second-grade level in order to develop and measure the effects of individual or small-group instruction for low-scoring second graders in reading, of lessons adapted to the needs of the low group, and of inservice training of teachers. Second graders who received total Metropolitan Achievement raw scores of 65 or below and who had a Lorge-Thorndike Intelligence score of 80 or higher participated. Data were collected on 203 pupils. Three methods were compared. These were (1) a basal approach using both text and manual (BR), (2) basal approach using text, manual, and inservice training (BRIT), and (3) basal approach using special lessons, basal text, and inservice training (SBRIT). The latter was subdivided into two groups.

The experimental group received additional training from special reading teachers while the control group did not. There were 16 dependent variables. Subjective data were obtained from teachers. Statistical analyses included f and t tests. The SBRIT-E group had higher reading achievement scores than any other group. No method was significantly superior to SBRIT-C group. The achievement of low pupils whose teachers had inservice training was not superior to that of pupils whose teachers did not. Other results, conclusions, a bibliography, and five appendixes are included. (BK)

124. ED 012 691 RE 000 316
Reading Programs in Secondary Schools. Occasional Papers in Reading, Volume I.
By- Green, Ronald
Indiana Univ., Bloomington, Sch. of Education
Pub Date Jul 67
EDRS Price MF-$0.25 HC-$1.45 27P.

Descriptors- *High Schools, *Junior High Schools, *Reading Instruction, *Reading Programs, *Reading Research, Bloomington, Curriculum Planning, Developmental Reading, Dropout Prevention, Secondary Education.

A sampling of secondary school reading programs described in the professional literature is reviewed. Both senior and junior high school programs are included. Five major questions are considered: (1) how do secondary reading programs begin, (2) what students are included, (3) how should programs be scheduled into the curriculum, (4) who is responsible for secondary reading instruction, and (5) what are the characteristics of present programs. In the articles reviewed, four types of reading programs were described. The remedial program was the most common. A brief history of the movement for secondary school reading programs is given. The future importance of the remedial program, especially in relation to the dropout problem, is discussed. A 114-item bibliography is included. (RH)

125. ED 012 692 RE 000 319
ERIC/CRIER Informational Publications. Cumulative Edition, 1966-67.
By- Fay, Leo C. Summers, Edward G.
Indiana Univ., Bloomington, ERIC Ch. on Reading
Pub Date Aug 67
EDRS Price MF-$0.25 HC-$1.30 24P.

Descriptors- *Clearinghouses, *Information Dissemination, *Information Retrieval, *Information Systems, *Reading Research, Bloomington, ERIC, Information Processing, Information Storage, International Reading Association, United States Office of Education.

A cumulative edition, containing two "Information Briefs" and three "Newsletters," of the 1st year's publications of ERIC/CRIER is presented. The Education Resources Information Center/Clearinghouse on the Retrieval of Information and Evaluation in Reading is a joint project between the International Reading Association and Indiana University in cooperation with the U.S. Office of Education (USOE). The main topics discussed are the organization and goals of ERIC/CRIER, the new USOE publication, "Research in Education," the clearinghouses which comprise the ERIC Information System and the areas of education with which they work, the procedure for obtaining microfiche and hard copy reproductions of documents in the ERIC collection, and the availability of microfiche readers. Of special interest is "Information Brief Number I," which invites readers to aid in the acquisition of significant materials on reading, both published and unpublished. Information on the types of materials desired and directions for submitting them are given. (RH)

126. ED 012 693 RE 000 320
Recent Doctoral Dissertation Research in Reading. ERIC/CRIER Reading Review Series, Volume 1, Bibliography 2.
By- Summers, Edward G.
Indiana Univ., Bloomington, ERIC Ch. on Reading
Pub Date Sep 67
EDRS Price MF-$1.00 HC-$11.15 221P.

Descriptors- *Abstract Bibliographies, *Bibliographies, *Doctoral Dissertations, *Reading Research, Adult Programs, Bloomington, Colleges, Elementary Schools, Preschool Programs, Secondary Schools.

A listing of dissertations completed in colleges and universities since 1960 in the areas of preschool, elementary, secondary, college, and adult reading is reported. Relevant issues of "Dissertation Abstracts" were reviewed, and dissertations on reading were noted. A comprehensive, analytical abstract was prepared by professionals in reading who worked from the summary reported for each dissertation. In many instances, the dissertation itself was reviewed in preparing the abstract. As much as possible of the procedures, design, and conclusions of each investigation was included in the abstract. Each entry includes complete bibliographic data. Three hundred and seventy-nine theses are listed alphabetically by the author's last name. Copies of any dissertation listed in the bibliography can be ordered from University Microfilms, Ann Arbor, Michigan, in positive microfilm or bound xerographic form. Complete information for ordering copies is included with each entry. (BK)

127. ED 013 173 RE 000 213
The Initial Teaching Alphabet in Reading Instruction, Evaluation-Demonstration Project on the Use of I.T.A. Comprehensive Final Report.
By- Mazurkiewicz, Albert J.
Lehigh Univ., Bethlehem, Pa.
Pub Date Feb 67
EDRS Price MF-$0.50 HC-$4.15 81P.

Descriptors- *Initial Teaching Alphabet, *Methods Research, *Primary Grades, *Reading Research, Basic Reading, Bethlehem, Inservice Teacher Education, Orthographic Symbols, Pennsylvania, Reading Achievement, Reading Instruction, Reading Materials, Reading Skills, Spelling, Writing Skills.

A 3-year study of the effects of beginning reading instruction with the Initial Teaching Alphabet (ita) and with traditional orthography (to) on pupils' reading achievement in Bethlehem, Pennsylvania, is reported. The scores of kindergarten pupils on the Lee-Clark Reading Readiness Test were used to insure the heterogeneity of the treatment groups. In September 1963 the ita group included 455 subjects in 15 first-grade classrooms. By September 1965 over 1400 first graders used ita for initial reading and writing instruction. Subsamples of the ita group were matched with the to control group. The following tests were administered during the 3-year period: the California Test of Mental Maturity, the California Test of Personality, the Botel Word Recognition Inventory, the Stanford Achievement Test, the Pintner-Cunningham Primary Test, and the Durrell-Murphy Diagnostic Reading Readiness Test. Mean scores, standard deviations, and t tests were used to analyze the data. The ita method was advantageous to students who had language and experiential difficulties. The difference in vocabulary skill between groups at the end of second grade favored the ita group. The ita group achieved superior reading skill at an earlier time, read more widely, and wrote more prolifically with greater proficiency. Additional results, conclusions, recommendations, implications and an addendum of observations and subjective reactions at the end of the first year are included. (BK)

128. ED 013 174 RE 000 244
The Functioning of a Reading Committee.
By- Dietrich, Dorothy M.
Pub Date 4 May 67
EDRS Price MF-$0.25 HC-$0.60 10P.

Descriptors- *Administrator Guides, *Advisory Committees, *Program Planning, *Reading Consultants, *Reading Program, Administrator Role, Problems.

The reading committee should guide the total reading program. The reading consultant functions within the framework established by the reading committee. The committee should provide the consultant with the following information about the status of reading in the district: district test results, teachers' backgrounds, individual student records, book inventories, and current reading practices. On the basis of this data, the status of the reading program can be determined, and needed changes can be initiated. The success of the reading committee depends upon the cooperation of everyone involved. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (BK)

129. ED 013 175 RE 000 245
Research and the Classroom Teacher.
By- Early, Margaret J.
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.50 8P.

Descriptors- *Classroom Techniques, *Reading Research, *Research Methodology, Classroom Research, Research Problems, Research Projects, Syracuse University.

The difficulties encountered by the classroom teacher when he turns to research for practical solutions to the specific problems of teaching reading are discussed. It is acknowledged that research seldom creates ideas for the classroom. Instead, good teaching generates ideas for research. Nevertheless, reading teachers should not ignore research. Even limited studies indicate that there is much to learn, that few answers are final, and that there is no one method to teach reading. Controlled research preserves the attitude of scientific inquiry. Non-statistical analyses of the reading process are important sources of enlightenment. Introspective accounts such as those used by Strang, Piekarcz, McKillip, Squire, and others offer insights into teaching and are more valuable than the oversimplified, statistically neat design. (RH)

130. ED 013 176 RE 000 251
Comparisons of Three Methods of Reading Instruction.
By- Fry, Edward
Rutgers, the State Univ., New Brunswick, N. J.
Report Number CRP-3050 Pub Date Dec 66
EDRS Price MF-$0.50 HC-$5.45 107P.

Descriptors- *Basic Reading, *Grade 1, *Grade 2, *Initial Teaching Alphabet, *Reading Research, Diacritical Marking, Oral Reading, Orthographic Symbols, Reading Achievement, Reading Instruction, Reading Materials, Rutgers the State University, Silent Reading.

Contract OEC-6-10-022

The results of the continuation of USOE Project 2745 which evaluated the reading achievement of students taught by the Initial Teaching Alphabet (ita), the Diacritical Marking System (DMS), and a typical basal reading series (to) are reported. A new set of DMS materials was developed and used in seven first grades. The reading achievement of these pupils was compared with that of pupils during the previous year. Twenty-one classes of second graders participated in the 140-day experiment. Readiness tests, intelligence tests, and oral and silent reading achievement tests were administered. Analysis of covariance, analysis of variance, correlation, and chi square were used to analyze the data. No method was superior for bright or dull students or for boys or girls. The competence of the teacher was important, especially in the first grade. Intelligence test scores were better predictors of reading success than were readiness test scores. There was no correlation between reading achievement and class size. Additional results, conclusions, tables, an appendix, and references are included. (BK)

131. ED 013 177 RE 000 273
Retention in Educable Mentally Retarded Children of Material Presented by Simultaneous Reading and Listening.
By- Orr, David B.
American Inst. for Research in Behavioral Sciences
Pub Date 4 May 67
EDRS Price MF-$0.25 HC-$1.05 19P.

Descriptors- *Educable Mentally Handicapped, *Multisensory Learning, *Reading Achievement, Aural Learning, Maryland, Montgomery County, Reading Comprehension, Reading Skills, Retarded Readers, Retention, Visual Learning.

The effect of using simultaneous bimodal inputs on the comprehension of connected discourse for improving the reading and listening skills of educationally mentally retarded children was studied. Subjects were students between the ages of 12 years, 11 months and 17 years, 11 months whose measured intelligence was between 54 and 86. The students were from a public special education school and read at the second grade level. There were four treatment groups: machine-audio-visual (MAV), teacher-audio-visual (TAV), machine audio (MAUD), and a control group. Experimental materials were three 600-700 word passages rated at the third, fifth, and ninth grade levels. A 20-item multiple choice test was developed for each passage. Tests were administered immediately after reading a selection, after one month, and after two months. A relearn index was provided. Mean scores, standard deviations, and analysis of variance were used to analyze the data. Significant retention was obvious after one month.

However, significant losses were later detected by comparison with initial scores. Initial differences in the direction of MAV greater than TAV greater than MAUD did not hold up across the retention interval. Further results, conclusions, and references are included This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (BK)

132. ED 013 178 RE 000 277
Reading in the Total School Curriculum.
By- Rauch, Sidney J.
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.75 13P.

Descriptors- *Inservice Teacher Education, *Reading Improvement, *Reading Instruction, *Study Skills, *Teacher Participation, Hofstra University, Teacher Motivation, Teacher Responsibility.

Some ways to incorporate the total school faculty into a program dedicated to the improvement of reading are discussed. For total faculty involvement, the following are essential: (1) genuine interest in and support of a schoolwide reading program by the administration and supervisory staff, (2) involvement with the classroom teachers so that they recognize their importance to the program and so that their immediate and specific problems are given attention, and (3) realistic and effective inservice education. The study skills are categorized, and five principles for teaching them are given. A guide to reading skills in the subject areas is given in chart form. References are included. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (RH)

133. ED 013 179 RE 000 285
State Supervision of English and Reading Instruction, Proceedings of the College Park Conference of State Supervisors of English and Reading (University of Maryland, March 7-11, 1966).
By- Rodgers, Mary Columbro
National Council of Teachers of English
Pub Date 67
EDRS Price MF-$0.50 HC-$4.65 91P.

Descriptors- *Reading Instruction, *State Programs, *State Supervisors, Curriculum Evaluation, Curriculum Planning, Disadvantaged Youth, Educational Research, Elementary Grades, Inservice Teacher Education, Language Arts, Oral English, Poetry, Preservice Education, Reading Difficulty, Secondary Education.

The major addresses and professional recommendations developed by the five discussion groups at the Conference of State

Supervisors of English and Reading are presented. The discussion group topics were preservice and inservice education, curriculum innovation, "Innovations and the Supervisor," a report on recent research in language learning by Eldonna L. Evertts, the disadvantaged, and research in English and reading. The four addresses were "A Survey of Reading Retardation," by Leon Eisenberg, professor of psychology at Johns Hopkins University, "The Preparation of Language Arts Teachers," by Olive S. Niles, Director of Reading, Springfield, Massachusetts Public Schools, "Children and Poetry," by Nancy Larrick, and "Factors Related to Symbolization," by Dr. Walter B. Waetjen, Assistant to the President for Administrative Affairs, University of Maryland. In an epilogue, Dr. Robert F. Kinder, reading consultant for the State Department of Education, Connecticut, presents the goals of the Association of State English and Reading Specialists in four major areas: the promotion of sound programs of instruction throughout the United States, cooperation with the U. S. Office of Education, teachers' organizations, and projects designed to develop students' thinking and language skills. References accompany each address. (RH)

134. ED 013 180 RE 000 288
Developing Critical Reading Power through Newspaper Reading.
By- Sailer, Carl
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.80 14P.

Descriptors- *Critical Reading, *Secondary Schools, Jersey City State College, Reading Instruction, Reading Skills, Teaching Methods.

A method of developing critical reading power by analyzing advertisements, cartoons, editorials, and controversial issues found in newspapers is described. Specific examples of teaching procedures are given. It is suggested that a wide range of newspapers be used so that the different viewpoints expressed in columns, editorials, and political news and the unwarranted editorializing in straight news stories can be detected. Critical reading is considered a three-level process: comprehension, interpretation, and evaluation. It is pointed out that not all newspaper articles are suitable for developing critical reading power and that the newspaper is not good material for remedial reading. (RH)

135. ED 013 181 RE 000 292
Individualized Reading--Conclusions Based on Research Reports.
By- Sartain, Harry W.
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.85 15P.

Descriptors- *Grouping (Instructional Purposes), *Individual Programs, *Individual Reading, *Primary Grades, *Research Reviews (Publications), Research Methodology, Student Ability, Teacher Attitudes, Teacher Qualifications.

Conclusions about individualized reading based on informal and controlled studies are presented. Research indicates that there are no homogeneous classes, although various grouping plans have attempted to narrow the range of individual differences. Informal studies by some teachers who have tried individualized reading in their classrooms reflect enthusiasm for the method. Three controlled studies show that there is no justification for urging all first-grade teachers to adopt the method. Related studies not involving first-grade children investigated the effect of an individualized program on the culturally deprived and the highly anxious child. In some cases, teacher knowledge does not justify an individualized approach. Recommendations are as follows: (1) Children profit if informal instruction such as stories which the children have dictated are used. (2) Formal reading instruction should include a variety of approaches. (3) There should be an extensive classroom library. (4) The teacher should often refer to lists of basic skills needed by children. (5) Evaluation should be continuous. (6) A teacher who feels incompetent using this approach should follow other practices. A 63-item bibliography is included. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (BK)

136. ED 013 182 RE 000 294
Improving the Literature Program--Poetry.
By- Schick, George B.
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.75 13P.

Descriptors- *College Instruction, *Literature Appreciation, *Poetry, *Reading Comprehension, *Teaching Techniques, College Programs, Literature Guides, Purdue University.

Methods of developing an appreciation for poetry in college readers while increasing their reading comprehension are described. A discussion of young people's fear of poetry is included. The following topics are suggested for poetry analysis: types of structure, patterns, thought or feeling, historical significance, language expression, syntax, and types of devices. References are included. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (RH)

137. ED 013 183 RE 000 301
Interdisciplinary Multi-Facet Reading Program. Interim Grant Period Report.
South-Western City School Dist., Grove City, Ohio
Pub Date 15 Jan 67
EDRS Price MF-$0.50 HC-$3.15 61P.

Descriptors- *Demonstration Projects, *Elementary Schools, *Federal Programs, *Reading Instruction, *Reading Programs, Classroom Techniques, Grove City, Ohio, Reading Achievement, Special Services.
Grant OEG-3-7-002060-0118

An interim report of the progress of the interdisciplinary multi-facet reading program in Grove City, Ohio, is presented. The evaluative procedures and tentative conclusions are discussed. Some of the purposes of the project are to develop discriminating readers, to provide a greater quantity and variety of materials for pupils in elementary schools, to increase special services, and to develop effective home-school-community relations. Objective and subjective evaluation techniques are described. Nineteen appendixes which report additional data on standardized testing, special reading services, counseling and guidance services, team teaching, the cost of project evaluation, and so forth, are included. (BK)

138. ED 013 184 RE 000 303
Course Outlines for Basic Reading, Reading Improvement, and Power Reading--Junior and Senior High Schools.
By- May, Marguerite And Others
Los Angeles City Schools, Calif.
Report Number LACS-PUB-X-8 Pub Date 63
EDRS Price MF-$0.25 HC-$2.55 49P.

Descriptors- *Course Organization, *Reading Improvement, *Reading Instruction, *Reading Programs, *Secondary Schools, Basic Reading, Junior High Schools, Los Angeles City Schools, Reading Materials, Standardized Tests.

Course outlines for basic reading, reading improvement, and power reading for both junior and senior high schools are presented. Included in each outline is a course description, an introduction, a description of the pupil, course objectives, and a list of the fundamental reading skills. Each outline provides the framework for planning the semester course. Various beginning and followup procedures are described. A selected bibliography for the reading teacher, sources of annotated bibliographies for use in guiding pupil reading, lists of authorized textbooks for reading classes, authorized standardized reading tests, and evaluation sheets for comments on this experimental edition of the course outlines are included. (RH)

139. ED 013 185 RE 000 321
International Reading Association Conference Proceedings Reports on Secondary Reading.
By- Summers, Edward G.
Indiana Univ., Bloomington, ERIC Ch. on Reading
Report Number ERIC/CRIER-Vol-1-Bibliogr-3 Pub Date Sep 67
EDRS Price MF-$2.25 HC-$30.70 612P.

Descriptors- *Annotated Bibliographies, *Junior High Schools, *Reading, *Senior High Schools, Bilingualism, Content Reading, Disadvantaged Groups, Grouping (Instructional Purposes), Indiana University School of Education, Libraries, Linguistics, Reading Difficulty, Reading Interests, Reading Materials, Reading Programs, Reading Skills.

The important papers on junior and senior high school reading published in the yearly conference proceedings of the association since 1960 are listed, and the complete text of each paper is provided. The papers are presented within the following categories: (1) reading programs, (2) reading personnel, (3) methods and grouping, (4) developing reading skills, (5) materials, (6) reading and content areas, (7) developing interests and tastes, (8) linguistics and the teaching of reading, (9) the library and the reading program, (10) reading and the bilingual student, (11) reading and the disadvantaged, and (12) the diagnosis and treatment of reading difficulties. This bibliography should be useful to practitioners and researchers interested in secondary reading. An author index is included. (BK)

140. ED 013 187 RE 000 346
A Successful High School Developmental Reading Program.
By- Berkey, Sally C.
International Reading Assn., Newark, Del.
Pub Date Apr 67
EDRS Price MF-$0.25 HC-$0.50 8P.

Descriptors- *Reading Improvement, *Reading Instruction, *Reading Programs, Reading Materials, Reading Skills.

A reading and study skills program initiated in September, 1959, in the Centinela Valley Union High School District in southwest Los Angeles is described. The district is composed of four high schools with a total enrollment of approximately 6,000 students. Participation in the program is required and is concentrated in the freshman English classes. The program begins with a period of motivation and orientation which includes a physical checkup by the school nurse. It continues with an 8-week program of concentrated skill building in the reading laboratory and concludes with a followup phase in which students continue to use and develop their skills. For the upper grades, each school has its own program which reinforces the freshman course and meets specific student needs. Six specialists were hired to administer the program--four reading laboratory teachers and two reading coordinators who are responsible for setting up the reading program, developing the course of study, selecting and ordering the materials and equipment, setting up the laboratories, and training new teachers. The physical equipment and materials used in the reading laboratories are described. The Nelson Silent Reading Test was used in a test-retest design to measure progress, and students showed appreciable improvement in reading and self-confidence. This article appeared in "Journal of Reading," Volume 10, April 1967. (RH)

141. ED 013 190 RE 000 349
Reading Poetry Is Creative Too.
By- Goodrich, Howard B.
International Reading Assn., Newark, Del.
Pub Date Apr 67
EDRS Price MF-$0.25 HC-$0.50 8P.

Descriptors- *Creative Teaching, *Poetry, *Reading Instruction, *Secondary Education, *Teaching Techniques, Literature Appreciation.

A discussion of the purposes and problems of teaching poetry to secondary school students is presented. Teaching techniques are suggested. Specific suggestions are given for presenting "Fog," "The Highwayman," and "The Bells." This article appears in "Journal of Reading," Volume 10, April 1967. (RH)

142. ED 013 191 RE 000 350
The Teaching of Individualized Reading in the Madison Public Schools, Grade Three-Six.
By- Gasper, Karen And Others
Madison Public Schools, Wis.
Pub Date 65
EDRS Price MF-$0.50 HC-$4.25 83P.

Descriptors- *Individual Reading, *Intermediate Grades, *Reading Instruction, *Teaching Guides, Bibliographies, Educational Philosophy, Evaluation Techniques, Grouping (Instructional Purposes), Madison, Reading Development, Reading Materials, Wisconsin.

A service bulletin prepared by a committee of teachers in Madison, Wisconsin, about the teaching of individualized reading in grades three to six is presented. The Madison philosophy of individualized reading is given. Suggestions for reading materials, for organizing a classroom, and for record keeping are provided. An annotated bibliography of children's books and records, a bibliography of professional literature, and an index are included. (BK)

143. ED 013 192 RE 000 351
Summary of Citywide Test Results for 1965-1966.
New York City Board of Education, Brooklyn, N.Y.
Pub Date Nov 66
EDRS Price MF-$0.25 HC-$1.20 22P.

Descriptors- *Reading Instruction, *Student Evaluation, *Testing Programs, Educational Testing, New York City School System, Standardized Tests.

Appropriate levels of the Metropolitan Reading Test were administered citywide in October, 1965, and May, 1966, to pupils in grades 2 through 9 in an effort by the New York school system to improve reading. The results are presented in tables which show the distribution of reading achievement scores in each grade. The Iowa Tests of Basic Skills in three areas--language skills, work-study skills, and arithmetic skills--were administered citywide once during the school year 1965-66 to grades 4, 5, and 6. The distribution of citywide achievement levels is shown for each grade in table form. The use of standardized tests made possible a comparison of the achievement of New York City pupils with national norms. An introductory section presents a description of the tests and an interpretation of the test results. The value of the tests for administrators, supervisors, teachers, and counselors and the uses of the tests for program evaluation are discussed. (RH)

144. ED 013 193 RE 000 352
Readiness and Phonetic Analysis of Words in Grades K-2.
By- Campbell, Bonnie Quinn, Goldie
Bellevue Public Schools, Nebr.
Pub Date Jun 65
EDRS Price MF-$0.25 HC-$1.35 25P.

Descriptors- *Primary Grades, *Reading Instruction, *Teaching Guides, Bellevue Public Schools, Nebraska, Phonetic Analysis, Reading Readiness, Reading Skills.

The method used at the Bellevue, Nebraska, public schools to teach reading readiness and the phonetic analysis of words in kindergarten through grade two is described. Suggestions for teaching the readiness skills of auditory and visual perception, vocabulary skills of word recognition and word meaning, and the phonetic analysis of words in grades one and two are given. The section on phonetic analysis provides information about consonants, consonant blends, digraphs, three-letter blends, vowels, vowel variants, the Dolch Reading List, rhyming words, little words in big words, compound words, multiple meanings of words, synonyms, antonyms, homonyms, root words, possessives, and contractions. A checklist for comprehension skills and oral reading is included. (RH)

145. ED 013 194 RE 000 353
Phonetic Analysis of Words in Grades 5 and 6.
By- Campbell, Bonnie Quinn, Goldie
Bellevue Public Schools, Nebr.
Pub Date Jun 65
EDRS Price MF-$0.25 HC-$1.35 25P.

Descriptors- *Grade 5, *Grade 6, *Phonetic Analysis, *Reading Skills, *Teaching Guides, Bellevue Public Schools, Nebraska.

These guidelines were developed at the Bellevue, Nebraska, public schools to answer the requests of upper elementary teachers for information concerning the elements of the phonetic approach in the teaching of reading. The booklet includes not only those skills to be introduced for the first time at the fifth- and sixth-grade levels, but also skills which may need to be reviewed. Checklists for other reading skills such as comprehension, oral reading, and study skills are included. (RH)

146. ED 013 195 RE 000 354
Englewood Public Schools Elementary Reading Guide.
By- Trout, John And Others
Englewood Public Schools, N.J.
Pub Date Nov 64
EDRS Price MF-$0.75 HC-$6.55 129P.

Descriptors- *Individual Development, *Reading Instruction, *Teacher Aids, *Teaching Guides, Curriculum Planning, Elementary Grades, Englewood Public Schools, New Jersey.

The reading guide of the Englewood public schools, New Jersey, emphasizes individualized instruction. Teachers are urged to be less concerned with textbook material and more concerned with pupil ability. The following three premises guide the reading program:

(1) Grade placements are no longer an adequate basis for structuring the reading program. Therefore children are redeployed according to their instructional reading level for one period during the school day. (2) Reading is a meaningful act governed by the basic laws of learning. The learner must have incentive, must be able to develop concepts, attitudes, and skills in a manner consistent with his physical, mental, and emotional growth, and must decode symbols and translate the author's message into a two-way form of communication. (3) Since reading involves the total functioning of the child, the entire curriculum must be expressed in terms of individual development and levels of expression. Intermediate grade teachers are urged to continue using methods which will help pupils develop intellectual curiosity and self-expression. Examples of pupil development charts, teaching ideas, activities, resources and a 140-item bibliography are included. (RH)

147. ED 013 196 RE 000 355
Phonetic Analysis of Words in Grades 3 and 4.
By- Campbell, Bonnie Quinn, Goldie
Bellevue Public Schools, Nebr.
Pub Date Jun 65
EDRS Price MF-$0.25 HC-$1.35 25P.

Descriptors- *Grade 3, *Grade 4, *Phonetic Analysis, *Reading Skills, *Teaching Guides, Bellevue, Nebraska, Oral Reading, Phonics, Rating Scales, Reading Comprehension.

Some guidelines for teaching the phonetic analysis of words in grades three and four are presented. All elements involved in the teaching of reading skills, including phonetic analysis, comprehension, and oral reading, are covered. The guide provides examples of checklists for comprehension skills and oral reading. (BK)

148. ED 013 197 RE 000 388
International Reading Association Conference Proceedings Reports on Elementary Reading.
By- Harris, Larry A.
Indiana Univ., Bloomington, ERIC Ch. on Reading
Report Number ERIC/CRIER-Vol-1-Bibliogr-4 Pub Date Oct 67
EDRS Price MF-$4.25 HC-$56.85 1135P.

Descriptors- *Annotated Bibliographies, *Elementary Grades, *Reading, Bilingual Students, Content Reading, Culturally Disadvantaged, Early Reading, Grouping (Instructional Purposes), Indiana University School of Education, Linguistics, Reading Difficulty, Reading Materials, Reading Programs, Reading Readiness, Reading Skills, Teacher Education.

The important papers published in the yearly conference proceedings of the International Reading Association in elementary reading since 1960 are listed with annotations, and the complete text of each paper is provided. The 345 papers are presented within the following categories: (1) the objectives and goals in reading, (2) reading programs, (3) teacher education (4) reading materials, (5) methods and grouping, (6) reading skills, (7) early reading instruction, (8) preschool reading, (9) reading readiness, (10) reading in the content areas, (11) reading and the bilingual child, (12) first-grade reading, (13) linguistics and reading instruction, (14) reading and the disadvantaged, (15) reading in other countries, and (16) the diagnosis and treatment of reading difficulty. This bibliography should be useful to practitioners and researchers interested in elementary reading. An author index is included. (BK)

149. ED 013 702 RE 000 106
A Guide to High School and College Reading Tests.
By- Raygor, Alton L. Bennett, Dale E.
Minnesota Univ., Minneapolis
Pub Date 65

EDRS Price MF-$0.50 HC-$3.00 58P.

Descriptors- *Bibliographies, *Group Tests, *Reading Tests, *Screening Tests, Adult Students, College Students, High School Students, Test Construction, Test Selection, Test Validity.

Fifty-one survey-type group reading tests designed for use with high school and college students are summarized and reviewed briefly. Information is given on the reliability, validity, content, number of forms, grade level, working and administration time, data, publisher, general abilities measured, and authors of each test. Comments about test weaknesses selected from critical reviews by specialists in the field of reading for the benefit of prospective test users are presented. Eleven other high school and adult tests on which only limited data were available are described in chart form. The guide includes addresses of test publishers and references for reviews of test instruments. (LS)

150. ED 013 703 RE 000 134
Simulation in Reading.
By- Utsey, Jordan
Pub Date Dec 66

EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *Preservice Education, *Reading Research, *Simulation, *Teacher Education, *Teacher Improvement, Informal Reading Inventory, Instructional Films, Reading Instruction, Reading Level, Reading Materials, University of Oregon.

An attempt to improve the reliability, validity, and efficiency of all reading instruction by modifying certain dimensions of teacher behavior is reported. A survey in Oregon indicated that to determine the functional reading level of students, 74 percent of the teachers used grade equivalent scores from achievement tests, 24 percent used information from cumulative folders, and 30 percent used combinations. Materials were developed to give prospective teachers an opportunity to learn the marking code of the informal reading inventory, to practice, and to evaluate their skill. A series of simulated instructional films and printed materials was devised. The process experienced by the teachers in three class periods is described. One hundred undergraduate students were studied to determine the efficiency of the material. The results indicated that teachers, after viewing simulated material, were 92 percent accurate in assessing functional reading level. After revision of the material, a second study was conducted with 50 subjects. The results indicated 94 percent accuracy. A discussion of transfer into actual classroom practice and references are included. (BK)

151. ED 013 704 RE 000 135
Reading Technology.
By- Spache, George D.
Pub Date Dec 66
EDRS Price MF-$0.25 HC-$0.80 14P.

Descriptors- *Computer Assisted Instruction, *Instrumentation, *Reading Instruction, *Review (Reexamination), *Technological Advancement, Instructional Materials, Language, Phonics, Reading Materials, Teaching Machines.

The present and future applications of certain scientific devices and theories to instruction in reading are reviewed. A number of devices based on computer-assisted instruction, including the talking typewriter, orthographic arrangement, relationship of word length and meaning, letter sequences and the relationship to pronunciation rules, and programmed materials are discussed. The curricular implications and applications of the devices include the sequence in teaching phonics, the consistency of phonic combinations and structural units in materials to formulate generalizations, the preparation of textual material dealing with sentence patterns, the influence of semantic constraints upon the possibility of deriving meaning from an unknown word, the processing and recoding of language, better types of reading and prereading experiences, the processes and stages of comprehension, readability measures and formulas, and information retrieval. References are included. (BK)

152. ED 013 705 RE 000 149
Uniformity of Growth in the Basic Skills Throughout the School Year and During the Summer.
By- Beggs, Donald L. Hieronymus, Albert N.
Pub Date Feb 67
EDRS Price MF-$0.25 HC-$0.55 9P.

Descriptors- *Achievement Tests, *Grade Equivalent Scales, *Standardized Tests, *Test Interpretation, Group Tests, Internal Scaling.

The assumption that one-tenth of the yearly growth in all achievement areas takes place each month of the school year and that one-tenth of the yearly growth occurs during the summer months was investigated. The study was conducted in connection with the annual Iowa Basic Skills Testing Program in the state of Iowa. Medians for the 11 subtests were established as of January 15. Additional administrations of the tests were conducted around April 15 and October 15. Data bearing on summer growth were obtained late in May and early in September. The school-year phase was conducted in grades 3-4, 4-5, and 5-6. The summer phase was conducted in grades 5-6. The expected distributions were obtained by interpolating between the distributions obtained for the samples in the January programs. The medians of the expected distributions were significantly different from the medians of the obtained distributions of October and April. Findings indicated that the assumption of uniform growth throughout the school year was questionable. No one alternative assumption appeared to be more appropriate. The major results are summarized in tabular form. (RH)

153. ED 013 706 RE 000 239
Reading for the Gifted--Guided Extension of Reading Skills through Literature. Part 1, Appreciating the Contributions of One Author...
By- Curtis, Alice And Others
Los Angeles City Schools, Calif.
Report Number LACS-INSTR-BULL-EC-112 Pub Date 66
EDRS Price MF-$0.50 HC-$5.60 110P.

Descriptors- *Gifted, *Intermediate Grades, *Literature Appreciation, *Reading Instruction, *Teaching Guides, Childrens Books, Grade 5, Grade 6, Los Angeles City Schools.

This teaching guide is presented to assist the teacher in whose classes are one or more gifted pupils reading above grade level. Designed for use with gifted pupils at grades five and six, Part 1 provides guidance for teaching the contributions of one author to children's literature. The method used three groupings of books. The "A" book, "Along Came a Dog" by Meindert de Jong, is used to stimulate the children to read the "B" and "C" books and is analyzed in detail. The four "B" books, also by de Jong, are indivudually read, discussed, evaluated, and compared to the "A" book and to each other. The fifteen "C" books are not individually analyzed, but are read independently. They provide a richer background for an in-depth analysis of the "A" and "B" books and should be read concurrently with the others. Guidance for the teacher includes suggestions for motivating the pupils, for introducing the story, for setting up purposes for reading, for teaching vocabulary, and for guiding questions for discussing important elements of characterization, plot development, and style. Synopses are given for each of the "B" and "C" books. Background information about the author and the illustrator is provided. (RH)

154. ED 013 707 RE 000 240
Reading for the Gifted--Guided Extension of Reading Skills through Literature. Part 2, Appreciating the Contributions of Science through Biography...
By- Penrose, Robert And Others
Los Angeles City Schools, Calif.
Report Number LACS-INSTR-BULL-EC-118 Pub Date 66
EDRS Price MF-$0.50 HC-$5.15 101P.

Descriptors- *Gifted, *Reading Instruction, *Science Education, *Teaching Guides, Biographies, Grade 5, Grade 6, Literature Appreciation, Los Angeles City Schools, Science Materials.

This teaching guide is designed for use with gifted pupils at grades five and six who are reading two or more levels above their grade placement. The guide also provides guidance for the study of biography through science literature. Such reading skills as analyzing the author's purpose, his organization, personality and style, understanding figurative language, symbolism, implications, the theme or central purpose, and tone, gaining insight into human behavior, and understanding the influence of environment on character are developed. Three groupings of books are used. The "A" book is "Breakthroughs in Science" by Isaac Asimov. Questions are provided to help the child to acquire understandings in the area of science and to improve his proficiency in the use of reading skills. The four "B" books, biographies of Galileo, Albert Schweitzer, Louis Agassiz, and Robert Goddard, are used to develop appreciations in the area of biographical literature. The 15 "C" books are to be read independently and used for discussion. In addition to teaching suggestions, synopses of all the books are given. Background information for the teacher, a glossary, and a bibliography are included. (RH)

155. ED 013 708 RE 000 242
The Joplin Plan and Cross Grade Grouping.
By- Cushenbery, Donald C.
Pub Date May 67

EDRS Price MF-$0.25 HC-$1.15 21P.

Descriptors- *Ability Grouping, *Grouping (Instructional Purposes), *Reading Instruction, *Reading Research, Intermediate Grades, Joplin Plan, University of Omaha.

This paper on the Joplin Plan includes an outline of historical movements leading to the Joplin Plan as it is known today, a description of the plan as it is used in Joplin, a survey of various studies which have employed the plan, and a discussion of its advantages and limitations. Typically, the Joplin Plan groups middle-grade children for reading instruction on the basis of scores made on reading achievement tests and teacher observations, regardless of grade placement. The groups are not considered homogeneous, however, and indivudual differences must still be recognized. Some advantages are that pupils are placed at reading levels where success is possible, that reading instruction acquires new importance, that teachers apparently are stimulated to better performance, that reading achievement as measured by standardized tests may be increased, and that parents approve when the plan is carefully explained. Some limitations are that social pressure may result when fourth- and sixth-grade pupils are in the same reading class, that poor academic integration may result if communication between the reading teacher and the homeroom teacher is insufficient, and that the plan may be ineffective if no provision is made for individual differences within the reading group. References are included. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (RH)

156. ED 013 709 RE 000 257
What Materials Should Be Used in College Reading Courses.
By- Hafner, Lawrence E.
Pub Date May 67

EDRS Price MF-$0.25 HC-$1.45 27P.

Descriptors- *College Students, *Language Arts, *Reading Difficulty, *Reading Materials, Computer Assisted Instruction, Mechanical Teaching Aids, Reading Achievement, Reading Instruction, Reading Skills, Study Skills.

College students and their reading problems and some materials which might be used to upgrade reading skills are discussed. Problems in language arts include the lack of skill in studying, listening, writing, speaking, and difficulty in understanding the underlying concepts of specialized vocabulary. Personal problems such as anxiety associated with poor achievement, lack of motivation, and lack of ego strength are related to achievement in scholastic subjects. The materials which can be used to build skills of college readers are classified as reading manuals and boxed materials. The use of machines, computer-assisted instruction, newspapers, magazines, and paperbacks is discussed. The use of materials depends on the instructional techniques which accompany them. Brief descriptions of 12 selected reading manuals, study manuals, and boxed materials are provided. References are included. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (BK)

157. ED 013 710 RE 000 262
In-Class Grouping to Care for Individual Needs.
By- Humphrey, Jack W.
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.60 10P.

Descriptors- *Ability Grouping, *High Schools, *Remedial Reading Programs, Evansville Public Schools, Reading Materials.

An in-class grouping plan is presented for aiding students entering high school with instructional reading levels as low as grades two and three. These pupils were assigned to a class called Reading 1 and were to continue to Reading 2, 3, or 4 for a total of four semesters or until they had reached a seventh-grade instructional level. Most of the teachers had a reading specialist license, and most classes were taught in a specially equipped developmental reading room. On the basis of test scores achieved on the Gates Reading Survey, the Lorge-Thorndike Non-Verbal Intelligence Test, the Stanford-Binet Intelligence Test, the Botel Reading Inventory, and on the Peabody Picture Vocabulary Test as needed, classes were divided into three groups. For example, in a Reading 1 class of 15 students, Group 1 had six pupils with a fifth-grade instructional level, Group 2 had six pupils at the fourth-grade level, and Group 3 had three pupils at the second- or third-grade level. During the reading period, one of the groups was given instruction while the others worked on a basic assignment. A variety of materials and techniques sustained interest. A week's program in Reading 1 is described. The materials used in the plan are listed in the bibliography. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (RH)

158. ED 013 711 RE 000 266
A Three-Pronged Attack on Vocabulary Development.
By- Karlin, Robert

Pub Date May 67
EDRS Price MF-$0.25 HC-$0.80 14P.

Descriptors- *Guidelines, *Reading Comprehension, *Teaching Techniques, *Vocabulary Development, *Vocabulary Skills, Concept Formation, Queens College of the City University of New York, Study Skills, Teaching Methods, Word Lists.

Status studies of the relationship between vocabulary size and the extent of reading support the belief that more avid readers have richer vocabularies. However, studies of direct efforts to increase vocabulary through wide reading alone have not yielded satisfactory results. Hence, wide reading combined with direct and indirect approaches is recommended for a comprehensive program in vocabulary development. Suggested guidelines emphasize the use of individual weaknesses in determining the degree of involvement in vocabulary study, the study of words in context, the study of working rather than esoteric vocabularies, and the application of word learning. The use of contextual and structural clues, the study of word origins and multiple meanings, the study of word lists in relation to students' activities, and the use of programed materials are recommended to help students broaden and extend their vocabularies. References are included. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (NS)

159. ED 013 712 RE 000 296
A Study of the Relationships between the Reading Done by College Freshmen and Aptitude and Scholastic Achievement.
By- Yarington, David Jon
Ohio Univ., Athens
Report Number BR-5-8421 Pub Date 67
Contract OEC-6-10-315
EDRS Price MF-$1.00 HC-$12.40 246P.

Descriptors- *College Freshmen, *Reading Achievement, *Reading Research, *Time Blocks, Academic Achievement, Academic Aptitude, Athens, Grade Point Average, Ohio, Reading Skills, Reading Speed.

The amount and kind of reading done by college freshmen and the number of hours devoted to it during an academic year were related to aptitude as measured by the American College Testing Program Battery (ACT) and grade point average. Time chart forms were used to collect the data. Charts were kept by Ohio University freshmen men for 28 weeks. The total sample was 3,426. Mean scores and correlations were used to analyze the data. The mean number of hours spent reading per week by freshmen was 14. Freshmen seemed to read more immediately prior to examinations. There was a negative correlation between hours spent reading social science and ACT. The data seemed to indicate that the apparently more industrious students reported the highest number of pages read. The reading rates among various subject matter varied significantly. Freshmen seemed to read more pages in social science and English than in other subject areas. The number of hours devoted to newspapers, magazines, and unrequired novels exceeded 3 hours per week. The time spent studying varied from week to week. Additional results, conclusions, a bibliography, correlation tables, and appendixes are included. (BK)

160. ED 013 713 RE 000 304
Comparison of Three Methods of Teaching Reading in the Second Grade.
By- Sheldon, William D. And Others
Syracuse Univ., N.Y.
Report Number CRP-3231
Report Number BR-5-0582
Pub Date 67
Contract OEC-6-10-076
EDRS Price MF-$0.75 HC-$7.55 149P.

Descriptors- *Basic Reading, *Grade 2, *Reading Achievement, *Reading Comprehension, *Reading Research, Attitudes, Interpretive Reading, Linguistics, Oral Reading, Reading Instruction, Reading Programs, Sex Differences, Silent Reading, Syracuse University, Writing Skills.

A continuation of a first-grade study of three approaches to beginning reading and of their effect on growth in comprehension and interpretation skill is reported. The basal, the modified linguistic, and the linguistic approaches were studied. Twenty-one second-grade classrooms in three central New York school districts participated in the experiment which lasted 140 days. The communities in which the experiment took place and the materials used are described. Readiness, intelligence, and achievement tests were administered. Analyses of variance and covariance were used to analyze the data. The paragraph meaning scores of the Stanford Test were not significantly different among the groups. The mean score of the linguistic group was superior on oral reading comprehension. No difference was found when written compositions were analyzed. The groups did not differ in attitudes toward reading. The treatments appeared to be equally successful for boys in both high and low ability ranges. The treatments were equally effective for girls at all three levels of ability. Additional results, conclusions, a bibliography, and an appendix are included. (BK)

161. ED 013 714 RE 000 307
Coordinating Center for First-Grade Reading Programs.
By- Bond, Guy L. Dykstra, Robert
Minnesota Univ., Minneapolis
Report Number CRP-X-001
Report Number BR-5-0341 Pub Date Feb 67
Contract OEC-5-10-264
EDRS Price MF-$1.50 HC-$19.70 393P.

Descriptors- *Basic Reading, *Beginning Reading, *Grade 1, *Reading Achievement, *Reading Research, Reading Instruction, Reading Programs, Reading Readiness, Reading Skills, Spelling, University of Minnesota.

The final report for the coordinated first-grade studies from the Office of Education is presented. The studies investigated the following: (1) to what extent pupil, teacher, class, school, and community characteristics are related to first-grade reading and spelling achievement, (2) which approach to initial reading instruction produces superior reading and spelling achievement at the end of grade one, and (3) the effectiveness of any program for pupils with high or low reading readiness skills. This extensive report contains a review of the literature, an overview of the individual studies and of the procedures, analyses of relationships and of instructional methods, analyses by readiness levels, a comparison of class means and of individual analyses, a discussion of the relative influence of treatment and projects, a summary, and conclusions. A bibliography, five appendixes, and tables are included. (BK)

162. ED 013 715 RE 000 317
Transfer Effects of Training Intermediate Grade Pupils to Adjust Reading Speed to Reading Purpose.
By- Harris, Theodore L. And Others
Wisconsin Univ., Madison
Report Number CRP-3137
Report Number BR-5-0579 Pub Date 66
EDRS Price MF-$0.50 HC-$4.65 91P.

Descriptors- *Reading Research, *Reading Skills, *Reading Speed, *Transfer of Training, Intermediate Grades, Laboratory for Research in Basic Skills, University of Wisconsin.

An investigation was conducted to determine whether reading rate variability developed with short, tightly-constructed training materials would transfer to longer, more school-like passages immediately after training and one month later. The project was an extension of the USOE Project 1755, "The Experimental Development of Variability in Rate of Reading in the Intermediate Grades." The subjects were 72 children in Madison, Wisconsin--12 girls and 12 boys in each of grades four, five, and six--with reading scores between the 40th and 90th percentiles on the sequential tests of educational progress, the California Achievement Test, and the Iowa Reading Test. During the orientation and training periods, Group 1 worked with materials from which the main idea was deleted. Both groups worked with passages of identical length and essentially the same subject matter. Neither training method, sex, nor grade was significantly related to reading rate variability as defined and measured. However, data indicated that any reading rate variability existing after training was transferred and that flexibility could be taught in fourth grade. Samples of training materials, examiners' directions, orientation materials, tables, figures, and references are included. Training procedures and materials are described. (RH)

163. ED 013 717 RE 000 322
The Development of Graphic Activity in the Child--A Theory and a First Experiment.
By- Gibson, James J. Yonas, Patricia
Report Number BR-5-1213-1
Contract OEC-6-10-156
EDRS Price MF-$0.25 HC-$0.95 17P.

Descriptors- *Handwriting Development, *Perceptual Development, *Perceptual Motor Learning, *Preschool Children, *Research, Cornell University, Graphic Arts, Handwriting Readiness, Pictorial Stimuli, Psychomotor Skills, Reinforcement, Visual Stimuli, Writing Skills.

The theory of visible displays implies a connection between the development of perception in the child and the development of his capacity to make things that stimulate perception. To verify this, two studies on the fundamental graphic act among young children considered motivating factors like the pleasure of moving, kinesthesis, activity drive, and visible displays. One study tested whether the elimination of trace reduces scribbling activity. Fourteen children, 15 to 38 months old, were asked to scribble in a play situation with a non-tracing tool and a regular pencil. All the children scribbled less when using the non-tracing tool. This supports the hypothesis that scribbling is motivated by the satisfaction of seeing a trace of the movement. A second study tested whether scribbling is a purely motor activity. All four 3-year-olds who were asked to draw in the air with a tracing tool refused to do so and requested a paper to draw on instead. This does not give conclusive evidence that scribbling is a purely motor activity. It does indicate the role of a record of the tracing movement in motivating the fundamental graphic act among very young children. References are given. (NS)

164. ED 013 718 RE 000 324
Effectiveness of Four Methods of Increasing Reading Rate, Comprehension, and Flexibility.
By- Berger, Allen
Syracuse Univ., N.Y.
Report Number BR-6-8187 Pub Date 66
Contract OEC-1-6-068187-0845
EDRS Price MF-$1.00 HC-$11.55 229P.

Descriptors- *College Students, *Reading Comprehension, *Reading Research, *Reading Speed, Mechanical Teaching Aids, Reading Achievement, Reading Improvement, Reading Instruction, Reading Programs, Reading Skills, Retention Studies, Syracuse University, Teaching Machines.

The effectiveness of four methods of increasing reading rate, comprehension, and flexibility was studied. Two hundred fifty-five freshmen at Syracuse University served as subjects. Twenty-five lessons were given over a 6-week period. Subjects were tested immediately following completion of the lessons and again after 8 weeks. The methods of teaching were the tachistoscope, the controlled reader, controlled pacing, and paperback scanning. Three instruments were used to test 13 hypotheses. Analysis of covariance, t tests, and correlations were used to analyze the data. Gains were superior for rate in the paperback scanning group. There was no change in the level of comprehension. Flexibility increased as a result of all the methods except the tachistoscope method. Gains seemed to have been retained after 8 weeks. Further results, conclusions, tables, appendixes, and a bibliography are included. (BK)

165. ED 013 719 RE 000 325
A Center for Demonstrating the Teaching of Reading to Students in Grades 7-12.
By- Early, Margaret J. Sheldon, William D.
Syracuse Univ., N.Y.
Report Number CRP-D-068
Report Number BR-5-0310 Pub Date Feb 67
Contract OEC-3-10-125
EDRS Price MF-$0.25 HC-$1.70 32P.

Descriptors- *Inservice Teacher Education, *Instructional Films. *Reading Centers, *Reading Improvement, *Secondary Grades, Film Production.

The Jamesville-DeWitt Junior-Senior High School and the Reading and Language Arts Center, Syracuse University, jointly established a demonstration center at Jamesville-DeWitt for the purpose of improving reading instruction in grades seven through 12. The center operated from September 1963 through June 1966 under the sponsorship of the Project English Program, United States Office of Education. The center served two purposes. An all-school reading program was organized and made available for observation, and a filmed inservice course on reading instruction in secondary schools was produced, field tested, and revised. The resultant 10 motion picture lessons were the following: organizing reading programs, analyzing reading achievement, the handicapped reader, vocabulary development, developing comprehension skills, reading to remember, the library and the reading program, developing skills for reading literature, efficient reading, and report from the reading coordinator. Manuals, one for each of the 15 sessions comprising the course, accompany the films. An increasing demand for the films and the improvements apparent in reading instruction in the classrooms of teachers who had observed at the center testify to its success. The procedures used in establishing the center and in producing the films are described. A discussion entitled "Teaching Reading and Physics Simultaneously" is appended. (RH)

166. ED 013 720 RE 000 326
The Development of a Beginning Reading Skills Program Using the Edison Responsive Environments Instrument. Second Progress Report.
By- Gotkin, Lassar G. McSweeney, Joseph
New York Univ., N.Y., Sch. of Education
Report Number BR-5-0749 Pub Date 66
Contract OEC-5-85-013
EDRS Price MF-$0.25 HC-$1.65 31P.

Descriptors- *Beginning Reading, *Culturally Disadvantaged, *Programed Instruction, *Reading Research, *Teaching Machines, Basic Reading, Edison Responsive Environment Instrument, Institute for Developmental Studies, New York University, Reading Readiness, Reading Skills.

The second progress report of a project utilizing a complex teaching machine, the Edison Responsive Environment Instrument, to study the acquisition of beginning reading skills by 5-year-olds from disadvantaged backgrounds is presented. The first report described the Edison Responsive Environment Instrument and discussed the programing developed as lessons in the area of visual skills were constructed and tested. This report is concerned with the prereading skills of labeling each of several letter shapes with one of its sounds or names and of remembering those relations over a period of time. Some important factors affecting the child's acquisition of this skill were identified, and programing techniques were improved. Nine lessons were written to teach nine letter names. Specific examples of the programing techniques employed are appended. Two major learning sets were distinguished--an attentional learning set and a random response set. It seemed possible to account for the patterns of all the children according to the type of learning set exhibited by each child. Statistics concerned with numbers of irrelevant responses, the percent of correct responses, the time required for lesson completion, and the kind and number of lowercase letters in each lesson are included. (RH)

167. ED 013 722 RE 000 332
A Reading Curriculum for a Computer-Assisted Instructional System--The Stanford Project. Progress Report.
By- Hansen, Duncan N. And Others
Stanford Univ., Calif.
Report Number BR-5-0684-PR Pub Date 15 Aug 66
Grant OEG-5-10-050
EDRS Price MF-$0.75 HC-$6.95 137P.

Descriptors- *Computer Assisted Instruction, *Curriculum Development, *Elementary Grades, *Reading, Individualized Curriculum, Inservice Teacher Education, Reading Materials, Remedial Instruction, Stanford University, Systems Approach, Theories, Word Lists.

The Stanford Project on computer-assisted instruction in initial reading, including the computer controlling system as well as curriculum materials, is described. The theoretical rationale for the reading curriculum, for word list learning, for remedial materials, and for inservice training is discussed. Appendixes and references are included. (BK)

168. ED 013 723 RE 000 334
The Effect of a Summer Television Reading Program on the Reading Achievement of Children. Interim Report.
Evansville-Vanderburgh School Corp., Ind.
Report Number CRP-2647
Report Number BR-5-1043-IR Pub Date Jan 66
Contract OEC-5-10-262
EDRS Price MF-$0.25 HC-$0.50 8P.

Descriptors- *Educational Television, *Grade 1, *Reading Achievement, *Summer Programs, Evansville, Evansville Vanderburgh School Corporation, Indiana, OEC Cooperative Research Project 2647, Reading Comprehension, Vocabulary Development.

Through a cooperative research project contract, the Evansville-Vanderburgh School Corporation in Indiana developed a summer educational television program accompanied by workbooks for pupils who had just completed the first grade and studied the program's effect on their reading achievement. Control-group testing was done in 1965, and experimental-group testing was done one year later. In May 1965 2,455 first-grade children took the California Reading Test on vocabulary and comprehension and the California Test of Mental Maturity. Four months later the California Reading Test was again given to the same children, 16.5 percent of whom were absent. Results showed that while most children neither gained nor lost in comprehension, there was a total loss of 2 months in vocabulary. Separate results for the total control group population, for the low quartile IQ, and for the high quartile IQ are tabulated in this interim report. The experimental group was tested in May of 1966, exposed to 40 half-hour educational television programs accompanied by workbooks, and retested 4 months later. The final report for the whole study will be completed early in 1967. (NS)

169. ED 013 724 RE 000 356
Four Paths to Reading.
By- Hoyt, Homer
San Luis Obispo County Supt. of Schools, Calif.
Pub Date 66
EDRS Price MF-$0.50 HC-$4.50 88P.

Descriptors- *Beginning Reading, *Reading Instruction, *Reading Programs, *Teaching Guides, *Teaching Methods, Programed Instruction.

Four different approaches to beginning reading--the basic reading program, self-selection in reading, language experience approach, and programed instruction--are explained. The following questions about each method are answered: What is meant by this method. Why is this method considered a sound approach. How does the teacher begin. How does the teacher organize her classroom. What are the values in this method. Basic principles of analysis and diagnosis are discussed. A reading skills chart, a chart showing sources of pressure on children experiencing reading difficulty, the informal reading inventory used at the University of Miami Reading Clinic, a reading progress profile, a chart showing some factors influencing the acquisition of reading ability, an analysis check sheet for recording pupil errors, information about kit materials, and a bibliography are included. (RH)

170. ED 013 731 RE 000 363
The Use of Original Instructional Materials As a Stimulus for Improved Reading.
By- Stanchfield, Jo M.
Pub Date Dec 66
EDRS Price MF-$0.25 HC-$0.40 6P.

Descriptors- * Grade 1, *Reading Achievement, *Reading Materials, *Reading Research, Caucasian Students, Harsch and Soeberg Survey Test of Primary Reading Development, Listening Skills, Mexican Americans, Negro Students, Reading Development, Reading Programs, Sex Differences, Textbook Preparation.

A variety of reading materials and methods were developed to determine their effect on the reading achievement of first graders. Materials developed included reading readiness manuals, primer texts and manuals, and listening tapes. The first-grade pupils in 10 Los Angeles schools served as subjects. They were matched with a control group on intelligence, home background, and ethnic origin. A divided-day structure was used to teach reading. The Harsch and Soeberg Survey Test of Primary Reading Development was used as a post test. The data were analyzed by a three-way analysis of covariance. The main effects were sex, treatment group, and ethnic origin. Girls scored higher than boys. The experimental group scored higher than the control group. Negro and Caucasian students scored higher than the Mexican-American group. The latter was more homogeneous as reflected in the small standard deviation. Further results and tables are included. This paper was presented at the National Reading Conference (St. Petersburg, December 1-3, 1966). (BK)

171. ED 013 732 RE 000 364
An Investigation of Factors Associated with the Pumroy Concentration Test.
By- Mueller, Arthur C. Maxwell, Martha J.
Maryland Univ., College Park
Report Number UM-RSSL-RR-66-03 Pub Date Nov 66
EDRS Price MF-$0.25 HC-$2.65 51P.

Descriptors- *Attention, *Attention Span, *Reading Ability, *Reading Research, Anxiety, Minnesota Teacher Attitude Inventory, Perceptual Motor Coordination, Pumroy Concentration Test, Teacher Attitudes.

The relationships between scores on the Pumroy Concentration Test (PCT) and anxiety, reading ability, and perceptual speed and accuracy were investigated. Certain attitudes and problems of those students who scored high and low on the PCT were identified, and the relation between concentration scores and academic achievement and attitudes toward teaching were determined. Sixty-four University of Maryland students were pretested on the Taylor Manifest Anxiety Scale, and on the Minnesota Teacher Attitude Inventory (MTAI). The subjects were each given the PCT, tachistoscopically presented vocabulary exercises, a reading comprehension test, and a post-questionnaire. The PCT task involved concentrating for 3 minutes on each of three targets--a "T," concentric circles, and a blank. The zero order correlations for each concentration measure--total frequency and total duration score--were examined. There was a significant relationship between the total frequency score and each of the following: the total duration score, the letter recognition task, the T-Scope Exercise--Easy Words Series, and the positive score for Factor IV of the MTAI. The blank target was significantly harder to concentrate on. Anxiety and reading ability were not related to the concentration measures used. The questionnaires and reading tests used are appended. A review of the literature, tables, and references are included. (RH)

172. ED 013 733 RE 000 365
An Evaluation of the University of Maryland Reading and Study Skills Satellite Program.
By- Maxwell, Martha J. Ross, Mamie H.
Maryland Univ., College Park
Report Number UM-RSSL-RR-6502
EDRS Price MF-$0.25 HC-$0.80 14P.

Descriptors- *College Instruction, *College Students, *Reading Programs, *Reading Skills, *Study Skills, Reading Clinics, Reading Instruction, University of Maryland.

At the University of Maryland a satellite program of the Reading and Study Skills Laboratory was conducted at the Delta Phi Epsilon sorority house. At the sorority's request, special equipment including a controlled reader, a tachistoscope, a tape recorder with tapes on all phases of the reading program, and the Power and Rate Builders Unit of the Science Research Associates Reading Kit was placed in a special study room. The pledge trainer and scholarship chairman were to work with the reading counselor and were to give instructions to the girls for using the equipment and for setting up individual study programs. Meetings were held to explain the advantages of using the laboratory. Various tests including the Wrenn Study Habits Inventory and the Nelson-Denny Reading Comprehension were administered, and the scores were explained. The counselor was present for scheduled work sessions, but only three or four girls attended each time. After 10 weeks the equipment was removed to the parent laboratory, and a questionnaire on the use made of the laboratory and the attitudes of the girls towards the program was administered. Questionnaire answers were tabulated. An account of the counselor's experiences with the satellite laboratory is appended. References are included. (RH)

173. ED 013 734 RE 000 366
The Organization, Administration and Evaluation of a Reading and Study Skills Program for Students Enrolled in a Medical Laboratory Assistants Training Program.
By- Marani, S. Donald Maxwell, Martha J.
Maryland Univ., College Park
Report Number UM-RSSL-RR-66-01 Pub Date Jun 66
EDRS Price MF-$0.25 HC-$1.20 22P.

Descriptors- *Adult Reading Programs, *Reading Research, Reading Achievement, Reading Instruction, Univ. of Maryland Reading and Study Skills Laboratory.

An analysis and evaluation of a reading improvement program for medical laboratory assistant trainees who needed to improve their skills in order to succeed in their technical course is presented. The students were given tests of vocabulary, comprehension, rate, and listening comprehension. They kept records of their own progress, and post-tests were given at the end of the course. The program was set up for 10 hours of instructor time each week. There were three 2-hour lecture and discussion sessions for the entire group, two 1-hour periods arranged for individual instruction on specific skills as needed, and the remaining hours were used for work with student consultants and fellow instructors and for general preparation. The techniques, materials, and organization used were similar to those used in adult and college reading programs. Pre- and post-test scores were analyzed by the t test to show significant gains in listening comprehension and reading rate and by residual gain to show improvement on the Nelson-Denny Reading Test. Results are reported in table form. Fifteen references are included. (RH)

174. ED 013 735 RE 000 367
The Effectiveness of Teaching Beginning Reading with the Initial Teaching Alphabet (i/t/a), A Final Report.
By- Shohen, Samuel S.
Freeport Public Schools, N.Y.
Pub Date Jan 67
EDRS Price MF-$0.25 HC-$1.05 19P.

Descriptors- *Beginning Reading, *Initial Teaching Alphabet, *Orthographic Symbols, *Reading Research, Freeport Public Schools, Grade 1, Grade 2, New York.

An experimental group of 461 children was taught to read with the Initial Teaching Alphabet (i/t/a) beginning in kindergarten and was reading traditional orthography (t/o) materials by the end of the second grade. The control group included 462 children who were taught traditional orthography in a program centered around conventional basal reading series. At the end of the second grade, both groups were administered the paragraph meaning, word meaning, and spelling sections of the Stanford Achievement Test, Primary, Form K. A statistical comparison of scores on each test section was made. This was the second step in a longitudinal investigation of the effects of i/t/a. The first comparison was made at the end of grade one. After first grade, the i/t/a group did significantly better only in spelling when either i/t/a or t/o answers were acceptable. At the end of grade two, there were no significant differences in the three areas. The i/t/a method appeared to be best suited for above average children. Although staff opinion was not unanimous, it was recommended that the program be discontinued. Twelve reasons for this recommendation are given. Statistics are summarized in four tables. (RH)

175. ED 013 749 RE 000 386
A Study of the Effectiveness of Training for Retarded Readers in the Auditory Perceptual Skills Underlying Reading.
By- Feldmann, Shirley Deutsch, Cynthia P.
New York Medical Coll., N.Y.
Report Number NDEA-VIIA-1127
Report Number BR-5-0737
Grant OEG-7-42-0920-220
EDRS Price MF-$0.75 HC-$9.10 180P.

Descriptors- *Auditory Discrimination, *Auditory Training, *Reading Achievement, *Reading Research, *Socially Disadvantaged, Evaluation Needs, Evaluation Techniques, Grade 3, Institute for Developmental Studies, N.Y. Medical College, Negroes, Puerto Ricans, Retarded Readers.

Two studies were conducted to explore the relationship between the auditory skills of socially disadvantaged students and reading achievement. The effect of a developmental auditory training program on reading achievement and the effectiveness of different evaluative procedures for auditory perceptual skills were also tested. Sixty-four third-grade Negro and Puerto Rican children who were retarded readers were chosen as subjects. Three treatment groups and one control group were set up. The three treatment groups received varying combinations of auditory and reading training. There were

50 treatment sessions. Tests were administered prior to the treatment, immediately following the treatment, after 6 months, and after a year. Reliability coefficients, analysis of covariance, intercorrelations, and t tests were used to analyze the data. No treatment group facilitated reading achievement. There were no group differences. None of the various combinations of reading and auditory programs seemed to affect improvement in reading. It was suggested that there might be interrelationships of teacher and pupil variables important in reading learning. Staff evaluations, references, additional results, tables, descriptions of tests, and appendixes are included. (BK)

176. ED 013 751 RE 000 444
Reading in Florida Secondary Schools, A Guide.
Florida St. Dept. of Education, Tallahassee
Report Number FSDE-BULL-35C Pub Date 66
EDRS Price MF-$0.75 HC-$9.65 191P.

Descriptors- *Reading Programs, *Secondary Schools, *State Curriculum Guides, *Teaching Guides, Florida State Department of Education, Inservice Teacher Education, Instructional Aids, Instructional Materials.

This teaching guide was developed to provide a variety of suggestions and information for teachers involved in a secondary school reading program and for administrators and supervisors responsible for planning and implementing reading programs in high schools. The following topics are discussed: the definitions and objectives of a reading program, the administrator's role, the role of the secondary school reading teacher, the roles of the school librarian, of the guidance and student personnel staff, of the school psychologist, of the school nurse, and of the parents, organizing school reading programs, reading in the content fields, the development of reading as a continuous process, the vertical and horizontal aspects of reading, the interrelationships of the language arts, the relationship between listening and reading, the relationship between speaking and reading, and between writing and reading, and linguistics. Appendixes provide many teaching suggestions and techniques, a bibliography, and information on where to obtain various teaching devices, mechanical aids, film strips and programed materials. A selected list of reading tests, a check list of reading practices in the secondary school, and an example of a scope and sequence chart are included. (RH)

177. ED 014 370 RE 000 160
Attentional Processes in Reading--The Effect of Pictures on the Acquisition of Reading Responses.

By- Samuels, S. Jay
Pub Date Feb 67
EDRS Price MF-$0.25 HC-$0.85 15P.

Descriptors- *Attention, *Pictorial Stimuli, *Prereading Experience, *Reading Research, Associative Learning, Reading Instruction, University of Minnesota.

The hypothesis tested was that when pictures and words are presented together, the pictures may miscue and divert attention, and thereby interfere with the acquisition of reading responses. In Experiment 1, 30 randomly assigned pre-first graders learned to read four words with no pictures, a simple picture, or a complex picture present. During acquisition trials, when pictures were present, the simple and complex picture groups made more correct responses. During test trials, with no pictures present, the no-picture group excelled. In Experiment 2, 26 matched pairs of first graders were given classroom reading instruction under a no-picture or picture condition. The results disclosed that poor readers with no picture present learned more words. Among better readers the difference was not significant. Tables and references are included. This paper was presented at the American Educational Research Association Conference (New York, February 1967). (RH)

178. ED 014 371 RE 000 169
Applying Research Findings in Comprehension to Classroom Practice.
By- Wolfe, Josephine B.
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *Concept Formation, *Concept Teaching, *Reading Comprehension, *Reading Research, *Reading Skills, Cognitive Processes, Comprehension, Creative Reading, Critical Reading, Problem Solving, Reading Development, University of Scranton Graduate School, Word Recognition.

An address for classroom teachers is presented which considers the nature of comprehension and the processes involved in teaching children to comprehend what they read. A review of the research on comprehension since 1960 is given. The following topics are discussed: the process of comprehending, the kinds of comprehension, the relationship between comprehension and concept development, and the place of word perception in comprehension. Some applications of what is known about comprehension to classroom procedures are suggested. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (RH)

179. ED 014 372 RE 000 224
A Study of the Relationships between Perception, Personality, Intelligence and Grade One Reading Achievement.
By- Benger, Kathlyn
Pub Date 4 May 67
EDRS Price MF-$0.25 HC-$1.20 22P.

Descriptors- *Grade One, *Perceptual Development, *Personality Studies, *Reading Achievement, *Reading Research, Alberta, Auditory Perception, Canada, Edmonton, Perception Tests, Personality Assessment, Public Schools, Visual Perception.

To uncover basic perceptual and personality differences possibly responsible for differences in reading achievement, two stratified samples of 60 above- and below-average readers were selected from the entire population of 5,612 children completing first grade in Edmonton, Alberta, Canada. The groups were matched according to sex, school, group intelligence scores, and, in 25 of the 30 pairs, to the first-grade teacher. Seven measuring instruments were used: the Edmonton Public School Word Recognition Test, the Gates Primary Reading Tests, the Marianne Frostig Developmental Test of Visual Perception, the Wepman Auditory Discrimination Test, the Peabody Picture Vocabulary Test, the Stanford-Binet Test, and a five-point rating scale adapted by the investigator after Malmquist to measure concentration, persistence, and dominance/submissiveness. The main analysis used was the multiple linear regression developed by Bottenberg and Young. Significant relationships were found between several factors--perceptual, intellectual and personality--and early reading achievement. A battery consisting of the Frostig Developmental Test of Visual Perception, the Wepman Auditory Discrimination Test, and a teacher's rating for personality traits, particularly concentration, apparently helped diagnose perceptual and personality weaknesses which might underlie primary reading deficiencies. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (RH)

180. ED 014 373 RE 000 229
Ascertaining Instructional Levels.
By- Botel, Morton
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.45 7P.

Descriptors- *Individual Differences, *Reading Level, *Reading Skills, *Reading Tests, *Student Development, Oral Reading, Reading Comprehension, University of Pennsylvania.

A rationale for fitting books to the pupil based on both psychological and linguistic evidence is presented. The goal of placing students on their proper instructional level is not achieved generally in a school unless it is made a matter of policy and implemented in well-defined ways. Three school-wide procedures concerned with determining instructional levels are considered: the informal teacher appraisal, checkout procedures, and reading inventories and placement tests. Teacher appraisal in every subject and in every grade is the ideal approach to the continuous problem of determining instructional levels. In the checkout procedure, a reading specialist working with the teacher or principal shares the responsibility of advancing pupils from one level to another by listening to the child read orally and then checking his comprehension in a variety of ways. Reading inventories should be regarded as starting points. Seven references are given. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (RH)

181. ED 014 374 RE 000 231
Vocabulary Growth through the Use of Context.
By- Burns, Paul C.
Pub Date 5 May 67
EDRS Price MF-$0.25 HC-$1.10 20P.

Descriptors- *Context Clues, *Elementary Grades, *Reading Skills, *Skill Development, *Vocabulary Development, Reading Comprehension.

The use of context clues for vocabulary development is discussed. To the list of contextual aids already identified--pictorial, verbal, experiential, and organizational--may be added spoken context and set context. The advantages of using context are discussed, and an analysis of the nature of text material is presented. Ways of developing effective uses for context aids include emphasizing reading for meaning, providing quantities of appropriate reading material, pretesting to diagnose and providing practice in needed areas, emphasizing context clue development through oral and listening situations, teaching students to go beyond a single word in the search for meaning, discussing how meaning can be derived from context, providing all types of content situations, giving students the opportunity to apply skills, and developing in students a general appreciation for words and language structure. Cautions for the use of context clues and a bibliography are included. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (BK)

182. ED 014 375 RE 000 236
An Analysis of Eight Different Reading Instructional Methods Used with First Grade Students.
By- Campbell, Paul B. And Others
Pub Date May 67
EDRS Price MF-$0.25 HC-$1.25 23P.

Descriptors- *Reading Instruction, *Reading Materials, *Reading Materials Selection, *Reading Programs, *Reading Research, Beginning Reading, Livonia Public Schools, Michigan, Reading Achievement.

During the school year 1965-66, groups of first-grade pupils in the Livonia school system, Michigan, were provided with reading instruction materials from eight publishers representing eight approaches as Part One of a 2-year study. The materials were the Lippincott Basic Reading Series, the Science Research Associates Basic Reading Series, the Scott Foresman Basal Reading Sixties Series, the Ginn Basic Readers, the Michigan Successive Discrimination Language Reading Program, the Stern Structural Reading Series, the McGraw-Hill (Sullivan) Programed Reading Materials, and the Initial Teaching Alphabet Program. Preliminary measures were collected on mental ability, reading readiness, socioeconomic status, teacher estimate of reading motivation, interest in reading, dominance, and presence or absence of speech problems. The following questions were considered in the comparison: which method (1) produces the highest level of achievement, (2) produces highest level of writing ability, (3) seems best suited for children of high or low previous interest in reading, (4) produces a special type of reading achievement, (5) is best suited for high or low readiness levels, (6) is best for girls or boys, (7) is best for children with speech problems. A detailed discussion of the procedures and findings is given. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (RH)

183. ED 014 376 RE 000 237
Writing and Revising a Curriculum Guide in Reading.
By- Clark, Bernice T.
Pub Date 4 May 67
EDRS Price MF-$0.25 HC-$0.75 13P.

Descriptors- *English Education, *Language Arts, *Reading, *Reading Instruction, *Recreational Reading, Elementary Grades, Secondary Grades, Teaching Guides.

The procedures used by the New York State Education Department in their reevaluation of the English language arts program are discussed, and the philosophy which guided the rewriting of the teaching syllabus is presented. The consultants selected for the committee were authors, editors, directors, experts in the mass media, and educators representing unique and professional experiences in the use of language who projected various approaches to revitalizing the language arts program in kindergarten through grade 12. In the revised syllabus, attention is given to teaching both skills and subskills. It is pointed out that teachers should teach skills to inspire the joy of reading for sheer pleasure. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (RH)

184. ED 014 377 RE 000 261
Studies in the Use of Color.
By- Hinds, Lillian R.
Pub Date 4 May 67
EDRS Price MF-$0.25 HC-$0.55 9P.

Descriptors- *Phonics, *Research Reviews (Publications), Adult Programs, Orthographic Symbols, Primary Grades, Reading Achievement, Reading Skills, Words in Color.

Studies related to words in color, the morphologico-algebraic approach to teaching reading, are discussed. Adult classes in Milwaukee taught to read by this method achieved a mean gain of .93 of a year in 30 hours of instruction. In Euclid, Ohio, kindergarteners whose progress was followed through the second grade were taught by words in color and maintained an initial reading gain. A study in Cleveland, Ohio, using the traditional method with a control group and the words in color method with an experimental group indicated significant gains in the experimental group. Teachers of words in color use the following procedures: (1) giving students the responsibility for evaluating their own and peer performance, (2) working with the erring student and, through inductive questioning, leading him to see relationships, (3) using an activity approach, (4) placing emphasis on dialects and on many different ways of pronouncing words, and (5) concentrating on the code of the language and on its relationship to sounds the speakers make. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (BK)

185. ED 014 378 RE 000 267
Teaching the Essential Reading Skills in Social Studies.
By- Kravits, Alvin
Pub Date May 67
EDRS Price MF-$0.25 HC-$1.05 19P.

Descriptors- *Content Reading, *Reading Comprehension, *Reading Skills, *Study Skills, *Vocabulary Development, Amityville, Amityville Public Schools, Factual Reading, Functional Reading, New York, Social Studies, SQ3R Study Formula, Vocabulary Skills.

Teachers need to apply diverse techniques in teaching the reading skills students need to cope with the complex structure of social studies. A suggested overall approach covers a directed reading activity, vocabulary development, a study formula, and study skills instruction. Teachers College of Columbia University formulated a directed reading activity plan which includes readiness, concept development, silent reading, discussion, and rereading. Since social studies has its own unique vocabulary, and, since its textbooks involve more difficult reading, vocabulary development through context and word study would improve overall comprehension. A workable study formula is needed to help students study in this area. Robinson's SQ3R Formula, modified for intermediate level, is illustrated in a sample of five steps: survey, question, read, recite, and review. A fourth area is the development of study skills involving evaluation and selection, organization, location of information, following directions, and other specialized skills. Karlin's checklist of study skills suggests a useful format for study skills instruction. Eighteen references on reading in the content areas are included. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (NS)

186. ED 014 379 RE 000 272
An Experience in Reading for Teachers and Students.
By- Layton, James R.
Pub Date 5 May 67
EDRS Price MF-$0.25 HC-$0.95 17P.

Descriptors- *Culturally Disadvantaged, *Inservice Programs, *Reading Improvement, *Remedial Reading Programs, *Summer Workshops, Charlotte, Charlotte Mecklenburg Schools, Charlotte Mecklenburg Summer Reading Program, North Carolina.

A 6-week summer reading program sponsored with the aid of federal funds by the Appalachian State Teachers College and by the Charlotte-Mecklenburg school system was conducted in the summer of 1966 in Charlotte, North Carolina. The program was designed to help 600 elementary school children with reading problems and to develop an inservice program for teachers who wished to improve their teaching techniques while earning 9 quarters or 6 semester hours of graduate credit. Each staff teacher was assigned to help six interning teachers by introducing them to new ideas in reading instruction. Fifty staff teachers and their interns were involved in instruction while another group of 50 teachers and their interns worked on self-improvement, guided study, reading research, and planning. Pretests, post-tests, and continuous diagnosis of the children's difficulties were emphasized. The basic responsibilities of each of the three sponsoring agencies, the duties and qualifications of the staff personnel, and the program's daily schedule are outlined in this report. Additional information concerning the Charlotte-Mecklenburg Summer Reading Program may be obtained from the Director of Elementary Language Arts, Charlotte-Mecklenburg Schools, Charlotte, North Carolina. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (NS)

187. ED 014 380 RE 000 275
Teaching the Essential Reading Skills in Science.
By- Mallinson, George G.
Pub Date 5 May 67
EDRS Price MF-$0.25 HC-$0.85 15P.

Descriptors- *Content Reading, *Elementary Science, *Reading Skills, Books, Communications, Information Sources, Perception, Population Growth, Technological Advancement.

The current debate over the reading skills necessary for science learning is discussed. In the past, the teaching of reading was based on these two major considerations--the recognition of meanings of individual words and the organization of the word stimuli received from the printed page into meaningful patterns. The resurgence of the investigation of the theory and principles of learning is characterized. Some current problems are that research in perception relating to reading has not dealt adequately with the information explosion, with the population size and type, or with problems arising from modern communication. Current assumptions for teaching arising from prior research are presented. Predictions concerning the role of the book and of electronics technology and suggestions for research and study are outlined. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (BK)

188. ED 014 381 RE 000 278
Developing an Effective Reader.
By- McCord, Carol S.
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.85 15P.

Descriptors- *Critical Reading, *Reading Habits, *Reading Interests, *Reading Skills, *Secondary Schools, California, Content Reading, Independent Reading, Pasadena, Recreational Reading.

The effective reader should develop word attack skills, an adequate vocabulary, and the ability to adjust reading rate to the purpose for reading. These skills are introduced and reinforced at every grade level with increasing degrees of refinement from year to year by both reading teachers and content area teachers. Less obvious but equally vital are the critical reading skills which lead to the ultimate goal in reading--the ability to evaluate material read, integrate it into the total experience pattern, and have it affect behavior change. To help the student achieve this goal, teachers should guide him in selecting materials that fit his taste, reading level, and purpose. This can be done through a developmental reading program run concurrently with a program which develops attitudes, habits, tastes, and interests. This program should be carried out in a school where suitable reading materials are readily accessible. The effective reader, therefore, is the product of the efforts of the total school community. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (NS)

189. ED 014 382 RE 000 280
Applying Structural Linguistics in Beginning Reading--Vital Principles in Need of Application.
By- McCullough, Constance M.
International Reading Assn., Newark, Del.
Pub Date 4 May 67
EDRS Price MF-$0.25 HC-$0.90 16P.

Descriptors- *Basic Reading, *Beginning Reading, *Language, *Linguistics, *Reading Instruction, Applied Linguistics, Interpretive Skills, Language Experience Approach, Phonics, Semantics, Syntax.

The application of structural linguistics to beginning reading is discussed. Linguistic knowledge and the methods used to teach language must be distinguished. Language experience charts are one accompaniment to a reading program. The relativity of language is an important concept for children to acquire. The role of phonics and blending, confusion in language learning, decoding symbols into sounds and structures, decoding meaning, and interpretation and application are discussed. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (BK)

190. ED 014 383 RE 000 282
Auditory Modality--Research and Practice.
By- Morency, Anne
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *Auditory Perception, *Basic Reading, *Longitudinal Studies, *Reading Research, Auditory Discrimination, Aural Learning, Beginning Reading, Grade 1, Grade 2, Grade 3, Reading Achievement, Reading Readiness.

Auditory perception, which includes auditory discrimination and auditory memory, is discussed and clarified in relation to learning to read. The factors are discussed as perceptual qualities which are part of an aural input pathway. Initial data from a longitudinal study to test the effect of auditory memory and discrimination on beginning reading instruction are reported. Subjects were 177 children studied over a 3-year period--the first through the third grades. The parameters tested include articulation, intelligence, auditory and visual perception, oral motor movement, visual motor ability, and reading readiness. The results suggest that there is a developmental progression in perceptual abilities. Both auditory and visual perception are significantly correlated with most subtests of the reading achievement test. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (BK)

191. ED 014 384 RE 000 284
Evaluation of Reading in the Classroom. Interpreting the Results of Standardized Tests.
By- Mour, Stanley I.
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.55 9P.

Descriptors- *Performance Factors, *Reading Diagnosis, *Student Evaluation, *Test Interpretation, *Test Results, Kentucky, Louisville, Reading Tests, Standardized Tests, University of Louisville.

If it is recognized that the sole justification in giving a test is to obtain a better understanding of the child, factors that influence the child's performance on the test must be considered in the interpretation of test results. A sufficient knowledge of the child's development, his background, his perception of the test situation, and the amount of knowledge and skills he brings into the test situation would help the teacher differentiate and understand the child who does not perform because he cannot and the one who can perform but would not. The teacher should consider every aspect of the test--what it can measure, the test items themselves, the cultural basis of the test, the kind of environment it creates, the statistical aspects, and how the test would contribute to a deeper understanding of the child. While considering all these factors in the interpretation of results, the teacher should remember to interpret to each child the purpose of the test, what the test scores mean, and how these are going to be used. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (NS)

192. ED 014 385 RE 000 286
Recent Research in Visual Discrimination--Implications for Beginning Reading.

By- Muehl, Siegmar   King, Ethel M.
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.85 15P.

Descriptors- *Beginning Reading, *Reading Readiness, *Visual Discrimination, *Word Recognition, Alberta, Aural Learning, Canada, Iowa, Iowa City, Transfer of Training, University of Alberta, University of Iowa.

An overview of the research on visual discrimination shows a trend from the whole-word view to a combination of letter-discrimination and the whole-word method. Ten studies cited in this article attempted to answer the following questions: (1) would nonverbal stimuli facilitate reading performance, (2) do children focus on the shape of the word or on individual letters within the word, (3) is training with whole words more effective than training with isolated letters, (4) what skills transfer from these two types of training, (5) what is the most effective combination of cues for helping children learn sight words, and (6) does knowledge of letter names affect letter-discrimination training. Some implications for beginning reading instruction based on this review of recent research suggest (1) that training in visual discrimination should begin with word and letter stimuli rather than with nonverbal graphic stimuli, (2) that the earliest visual discrimination exercise in kindergarten should use letter stimuli, and (3) that visual discrimination training should include exercises in associating sound and meaning with visual form. While these implications are based on the results of experiments, uncontrolled classroom studies would show whether or not they are feasible. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (NS)

193. ED 014 386   RE 000 289
The Rationale for a System-Wide Reading Committee.
By- Newton, J. Roy
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.40 6P.

Descriptors- *Advisory Committees, *Program Coordination, *Reading Improvement, *Reading Instruction, Albany, Consultation Programs, New York, Reading Consultants, State University of New York at Albany.

The role of committees devoted to the improvement and coordination of reading instruction is being defined as reading committees are created in many schools. Among the functions of a reading committee are the following: (1) to emphasize the whole-school nature of the reading program, (2) to increase the effectiveness of reading personnel, (3) to provide channels for the dissemination of ideas, practices, and techniques, (4) to aid inservice work in all grades, and (5) to expedite doing what has to be done. The strength of a reading committee depends on its representation--classroom teachers, principals, supervisory personnel, reading-related services personnel, and laymen from the community. A wide representation is advisable and could be organized by grade levels, by primary-intermediate and junior high-senior high divisions, and by administrative or departmental divisions. The establishment of an advisory council to serve as the planning committee is recommended. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (NS)

194. ED 014 387 RE 000 293
Applying Research Findings in Comprehension to Classroom Practice.
By- Williams, Richard P.
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.70 12P.

Descriptors- *Reading Comprehension, *Reading Research, *Research Utilization, Las Cruces, New Mexico, New Mexico State University, Reading Instruction.

Research shows that, in spite of the favorable attitude toward scientific research, a gap exists between the initiation of an innovation and its wide acceptance. To help close the gap, teachers are encouraged to apply research findings to classroom practice and to determine their feasibility. Sixteen studies on comprehension cited in this article illustrate the following inferences teachers could use: (1) silent reading followed by pertinent questions is better than oral reading instruction, (2) the techniques of underlining, rereading, outlining, and summarizing are equally efficient in obtaining comprehension gains, (3) comprehension gains improve when reading is guided by pertinent questions rather than by rereading, (4) programed instruction seems to be more effective than the instruction-centered approach in developing reading comprehension, (5) oral reading appears to have advantages over silent reading at certain levels of difficulty, (6) knowledge of grammar and syntax has little value in reading comprehension, (7) the emotions of a reader interfere with the comprehension of what is read, and (8) comprehension is a complex process that depends upon numerous factors. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (NS)

195. ED 014 388 RE 000 295
Pinpointing Specific Skill Needs.
By- Wyatt, Nita

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Pub Date May 67

EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *Context Clues, *Phonics, *Reading Diagnosis, *Reading Skills, Observation, Reading Comprehension, Reading Improvement, Retarded Readers.

Before any diagnostic reading instruction is done, teachers should determine the instructional level of the child and should pinpoint his specific skill needs by carefully observing his oral reading behavior. The following skills are suggested as good indicators of the child's attempt to apply phonics knowledge: (1) the use of context to predict what an unknown word may be before the analysis process begins or as the process begins, (2) the visual dissection of the word into pronounceable units, (3) the comparison of sounds produced through phonetic analysis with familiar pronunciations, and (4) the variation of the sound value given to a word until a recognizable word is produced. Findings from four studies are cited to support the contentions that connected reading requires an integration of several reading skills which may not be required in reading word lists and that the teaching of phonics, therefore, should stress the application of phonics knowledge in unlocking unknown words met in reading connected material. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (NS)

196. ED 014 389 RE 000 305
Philosophical and Sociological Influences Related to Reading Instruction--Philosophical Aspects.
By- Smith, Henry P.
International Reading Assn., Newark, Del.
Pub Date 5 May 67
EDRS Price MF-$0.25 HC-$0.40 6P.

Descriptors- *Culturally Disadvantaged, *Educational Philosophy, *Middle Class Values, *Philosophy, *Reading Instruction, Reading, Reading Development, Reading Improvement.

A philosophy of reading is presented which considers the components of the reading act, the purposes of reading, and the educational techniques that promise greater reader growth. A philosophy of reading is concerned with the nature of the individual and the impact of environment on human development. At the same time, a philosophy of reading must consider the nature and demands of the current social order, and, so far as possible, it must attempt to predict changes that are likely to occur in the demands of that social order during the lifespan of the reader. Of chief concern is the importance of meaning and how meaning is acquired. It is stressed that in the perceptual process of reading and listening, the raw material for all meaning must come from each individual's environmentally delimiting experiences. This calls for meeting the needs of culturally disadvantaged children as well as those of middle-class children. Some goals of reading development and proposed methods for attaining them are suggested. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (RH)

197. ED 014 390 RE 000 306
Departmentalization of Reading in Elementary and Secondary Schools.
By- Stowe, Elaine H.
Pub Date May 67
EDRS Price MF-$0.25 HC-$1.50 28P.

Descriptors- *Grouping (Instructional Purposes), *Preschool Programs, *Reading Research, *Secondary Grades.

Departmentalization is a form of grouping for instruction, an administrative method for assigning pupils to teachers in some planned manner. Some precedents for the recent revival of departmentalization in the elementary grades are cited. The following examples of departmentalization organization are discussed in detail: a program involving preschool children from culturally deprived areas being conducted by Carl Bereiter and Siegfried Engelmann in Illinois, two seventh and eighth grade schools in the San Juan Unified School District in Sacramento County, California, and a reading program at the Sacramento, California, senior high school. This paper was sresented at the International Reading Association Conference (Seattle, May 4-6, 1967). (RH)

198. ED 014 397 RE 000 406
Identification and Measurement of Reading Skills of High-School Students.
By- Davis, Frederick B.
Pennsylvania Univ., Philadelphia
Report Number CRP-3023
Report Number BR-5-0550 Pub Date 67
Contract OEC-6-10-024
EDRS Price MF-$0.50 HC-$4.30 84P.

Descriptors- *Grade 12, *Reading Comprehension, *Reading Research, *Test Construction, Reading Skills, Reading Tests, Test Reliability.

A study described as the first application of cross-validated uniqueness analysis techniques was designed to eliminate the effects of imperfections in a prior factor-analytic study of reading comprehension which used tests especially constructed to measure mental skills in reading. A uniqueness analysis based on large samples was used to obtain estimates of the percentage of nonchance variance. Students in grade 12 near Philadelphia served as subjects for the preliminary and main studies. Eight reading comprehension skills were tested. In the preliminary study, two parallel forms of the test were administered to approximately 400 students. A pool of 24 items for each of the eight skills was assigned to two parallel forms of the test. Approximately 1,000 students took both forms of the test with 1 or 2 days intervening. Intercorrelations and multiple regression analyses were used to analyze the data. It is concluded that comprehension among mature readers is not a unitary mental skill or operation. It is pointed out that systematic learning exercises appropriate in level of difficulty for each pupil should be provided. In addition, there is a need for a series of self-teaching practice exercises for developing proficiency in the constituent skills of comprehension among mature readers. A bibliography is given. (BK)

199. ED 014 398 RE 000 407
Reading Handbook for Secondary Classroom Teachers.
By- Peterson, Bernard Schepers, Bernard
Minnetonka School District, Excelsior, Minn.
Pub Date 66
EDRS Price MF-$0.25 HC-$2.10 40P.

Descriptors- *Content Reading, *Reading Instruction, *Reading Skills, *Secondary Grades, *Teaching Guides, Excelsior, Minnesota, Minnetonka School District 276.

A curriculum guide for the secondary classroom teacher designed to extend the work of the reading teacher, to make all teachers conscious of their responsibility to teach reading, and to offer suggestions on how to promote growth in reading is presented. The following are discussed: how to introduce a reading assignment, the SQ3R approach, some typical patterns of organization, some special skills in content areas, special problems in science and mathematics, special problems in social studies, flexibility, levels of comprehension, vocabulary development, the Gates Reading Survey Test, informal testing, oral reading, and developing a sound approach to reading. A bibliography is included. (RH)

200. ED 014 399 RE 000 408
Recent Developments in I.T.A.
By- Downing, John

Pub Date Aug 67
EDRS Price MF-$0.25 HC-$0.95 17P.

Descriptors- *Initial Teaching Alphabet, *Reading Research.

A survey of 34 key publications on the Initial Teaching Alphabet which have appeared since January 1967 is presented. The publications are considered under the following headings: Research Conclusions, The Second British I.T.A. Experiment, Composition in I.T.A., Future Research Reports, and The Application of I.T.A. Complete bibliographic data are provided. This paper was presented at the National Council of Teachers of English Conference (Vancouver, B.C., August 1967). (RH)

201. ED 014 400 RE 000 409
Studies on Reading Disabilities in the Elementary School.
By- Malmquist, Eve
Pub Date 5 May 67
EDRS Price MF-$0.25 HC-$1.20 22P.

Descriptors- *Personality Assessment, *Reading Diagnosis, *Reading Difficulty, *Reading Research, Grade 1, Grade 2, Grade 3, Linkoping, National School for Educational Research, Reading Achievement, Reading Development, Sweden.

A study was conducted to determine whether the frequency of reading disability cases could be markedly decreased (1) by a careful diagnosis of the child's reading readiness and general school readiness and (2) by the establishment of an appropriate teaching situation for those children whose diagnosis indicated potential reading and writing difficulties. In 1958 a pilot study was begun with first graders and was continued through grade 3. Extensive information was obtained for each child through tests and parental interviews. Subjects whose diagnostic reports predicted that reading disability would result if no auxiliary measures were taken were given special help by a reading clinic teacher and by the classroom teacher. On reading tests given after the first, second, and third grades, experimental subjects achieved significantly higher scores. The main study followed a similar design using 466 control subjects and 472 experimental subjects. Eighty-three percent of the cases identified as potential reading disability cases were prevented. The prognostic values of the predictors used, the stability of different types of criteria, and the effects of remedial teaching are discussed. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967) (RH)

202. ED 014 402 RE 000 411
Book Reading Audiences and the Mass Society.

By- Ennis, Philip H.
Chicago Univ., Ill., National Opinion Research Ctr.
Pub Date Aug 66
EDRS Price MF-$0.25 HC-$0.60 10P.

Descriptors- *Reading Habits, *Reading Interests, *Recreational Reading, *Surveys, Mass Media, Media Research, National Opinion Research Center, Participant Characteristics, University of Chicago.

Past studies on reading audience behavior focused on differentiating individual members according to the quantity and quality of the books they read. These studies did not deal with interrelationships among members. An approach was needed to identify what constitutes a reading audience and how its members interrelate. An aggregate level approach offers possibilities for distinguishing between the center and the periphery in an audience and for investigating interrelationships among its subpublics. The center-periphery concept assumes that in any audience there is a center, a group more knowledgeable with the medium than are others who comprise the periphery. Examples of aggregate level analysis are cited. The first example explains the relationship between the size of an audience and the balance of the center and peripheral readers. A second example examines the relationship between one reading subpublic and another to determine how different kinds of tastes go together. The third example compares center and peripheral readers and investigates sources of books read. This paper was presented at the American Sociological Association Conference (61st, Miami Beach, August 1966). (NS)

203. ED 014 405 RE 000 414
Improving Word Perception.
By- Cleland, Donald L.
Pub Date Nov 66
EDRS Price MF-$0.25 HC-$1.30 24P.

Descriptors- *Auditory Perception, *Perception, *Perceptual Development, *Reading Skills, *Visual Perception, Comprehension, Verbal Stimuli, Word Recognition.

Perception is defined as the meaningful response to the visual or oral signal which is universally referred to as words. Perception includes the arousal of meaning and is a consciousness or an awareness of the experiences elicited by these visual or oral signals. Improving word perception involves at least the following three processes which are explored here: improving visual skills, improving auditory skills, and building a rich background of experience. Five visual skills and seven auditory skills--all amenable to training--are considered. Differences between percepts and concepts are delineated. Improving word perception involves applying Hollingworth's theory of cue-reduction to visual and auditory characteristics of words and enables the child to associate appropriate segments of his increasing experiential background with these symbols. This paper was presented at the National Council of Teachers of English Meeting (Houston, November 1966). (RH)

204. ED 014 406 RE 000 432
Learning of Basal Reading Skills by Mentally Handicapped and Non-Mentally Handicapped Pupils.
By- Blake, Kathryn A. And Others
Georgia Univ., Athens
Report Number BR-5-0391
Pub Date May 67
Grant OEG-32-20-0450-1032
EDRS Price MF-$2.75 HC-$37.35 745P.

Descriptors- *Average Students, *Basic Reading, *Gifted Students, *Mentally Handicapped, *Reading Research, Athens, Georgia, Reading Achievement, Reading Development, Reading Materials, Reading Processes, Reading Skills, University of Georgia.

An investigation of the achievement in basal reading skills by mentally handicapped, intellectually normal, and superior pupils taught with the Scott, Foresman New Basic Readers Program at reading instructional levels 2, 3, 4, and 5 is reported. Specific research objectives were: (1) to identify sequences among basal reading skills in five categories (phonetic analysis, structural analysis, dictionary, word functions, and comprehension), (2) to examine intellectual processes related to achievement in selected basal reading skills (associative memory, conceptualization, verbal meaning, and reasoning), (3) to describe trends in achievement in basal reading skills over the instructional levels studied, (4) to compare retarded and normal groups' beginning levels and achievement in the basal skills for a 7-month instructional period, and (5) to compare normal and superior groups' beginning levels and achievement in the basal skills for a 7-month period. Subjects were 947 pupils from three Georgia school systems. A test-retest design was used. Investigation procedures and methods of data analysis are described. Over 150 tables and figures are presented. Specimen tests and basic statistical data are appended. (RH)

205. ED 014 407 RE 000 433
Critical Reading Ability of Elementary School Children.
By- Wolf, Willavene And Others
Ohio State Univ., Columbus, Research Foundation

Report Number BR-5-1040 Pub Date Jun 67
Contract OEC-4-10-187
EDRS Price MF-$1.00 HC-$12.85 255P.

Descriptors- *Critical Reading, *Elementary Grades, Ohio State University Research Foundation, Reading Skills.

The final report of a study conducted to determine (1) whether critical reading skills can be taught to elementary school children while maintaining progress in other basic reading skills, (2) whether there is a relationship between critical reading ability and such characteristics as general reading ability, intelligence, and personality factors, (3) what kinds of teacher verbal behavior elicit critical responses from children, and (4) what are the reactions of teachers to the process of teaching critical reading is presented. The subjects were 651 Ohio school children in 24 intact classrooms, grades 1 through 6, with two control and two experimental classes at each grade level. Experimental classes received instruction in critical reading, while controls received instruction in children's literature for 1 academic year. A test-retest design was used. At every grade level, the mean scores of the experimental classes were significantly higher than those of controls on critical reading tests. No significant differences appeared between groups on the general reading test. Other findings are discussed. Instrumental materials developed for the study--a verified list of critical reading skills, lesson plans, an observational scale, and critical reading tests--are appended. (RH)

206. ED 015 080 RE 000 152
Trends in Adult Reading.
By- Miller, Justin H.
Pub Date Dec 66
EDRS Price MF-$0.25 HC-$0.85 15P.

Descriptors- *Adult Education, *Educational Trends, *Reading Programs, *Research Projects, Adult Reading Programs, Columbia Home Study Course, Inner Speech (Subvocal), National Reading Conference, New York University, Program Administration, Program Development, Reading Processes, Reading Speed, Speed Reading, Teaching Techniques.

Trends evident in adult reading during the 1960's in the areas of administration, programs, teaching, techniques, research projects, and methods of promotion of reading programs are discussed. Two instances of commerical exploitation based on intense and often fallacious advertising and on public ignorance are cited. A positive trend in the area of research on the nature of adult reading is noted. The findings of studies on high speed reading by Spache, Taylor and Liddle, Thalberg and Eller, Stephens and Oran, and Shale are reviewed. More research is recommended in the area of inner or subvocal speech. Another positive trend is toward the development of reading programs for business and industrial concerns. The role of the university, particularly of New York University, in fostering the development and supervision of business and industrial programs is discussed. (LS)

207. ED 015 081 RE 000 216
A Two-Year Longitudinal Study to Determine the Ability of First Grade Children to Learn to Read Using the Early-to-Read i/t/a Program.
By- McCracken, Robert A.
Washington Off. State Supt. Pub. Instr., Olympia
Report Number RR-07-07-1967 Pub Date Jun 67
EDRS Price MF-$0.50 HC-$3.85 75P.

Descriptors- *Beginning Reading, *Grade 1, *Grade 2, *Initial Teaching Alphabet, *Reading Instruction, Basic Reading, Bellingham, Mukilteo, Mukilteo School District 36, Office of the Superintendent of Public Instruction, Olympia, Reading Tests, Washington, Western Washington State College.

A 2-year study of the ability of first graders to learn to read using the "Early-to-Read i/t/a" series was conducted. Sixty-one first graders in Rose Hill Elementary School, Mukilteo, Washington, were randomly assigned to an experimental group using the i/t/a series and to a control group using the "Ginn Basic Readers." Three randomly chosen first-grade classes served as the subcontrol group. According to readiness tests, an intelligence scale, and an alphabet knowledge test, the experimental and control groups were not significantly different. About 160 beginning reading trade books were transliterated for the experimental group. Traditional editions were made available to the control group. Other tests given were the Gray Oral Reading Tests, the standard reading inventories, and the Stanford Achievement Tests. Results indicated that there were no significant differences in first-grade achievement, in second-grade achievement, or in overall reading achievement between the experimental and control groups. Both groups were superior to the subcontrol group. The experimental group read significantly better than the other two groups when reading i/t/a materials and consistently scored highest. The subcontrol group consistently scored lowest. (NS)

208. ED 015 082 RE 000 217
A Developmental Study of Feature-Processing Strategies in Letter Discrimination.

By- Yonas, Albert   Gibson, Eleanor J.
EDRS Price MF-$0.25 HC-$0.60   10P.

Descriptors- *Perceptual Motor Learning, *Reactive Behavior, Discrimination Learning, Patterned Responses, Response Mode, Retention, Visual Discrimination.

A study was conducted to determine whether people can change their perceptual processing strategies to include tests for the presence of only those stimulus features necessary for the task at hand. Learning during practice and the effect of age on the ability to use optimal strategies were investigated. A disjunctive reaction time procedure was employed. Roman capital letters were divided into positive and negative sets, and there were 135 trials for each of three conditions. The performance of second and sixth graders was compared with the performance of college sophomores. Reaction time and errors were recorded. A mixed analysis of covariance was run for grade, condition, and practice as factors. Results indicate that perceptual learning did occur and that motor skills did improve, although differential rate of improvement was not accounted for. Figures are included. (MC)

209. ED 015 083   RE 000 246
A Workshop Approach to Reading Problems.
By- Edward, Sister Mary
Pub Date 4 May 67
EDRS Price MF-$0.25 HC-$0.65   11P.

Descriptors- *Elementary School Teachers, *Inservice Education, *Instructional Improvement, *Reading Instruction, *Summer Institutes, Clarke College, Clarke College NDEA Institute in Reading, Dubuque, Iowa, Practicums, Reading Improvement.

Clarke College in Dubuque, Iowa, initiated an NDEA Summer Institute in Reading in 1965 to upgrade elementary reading instruction and to check underachievement among its elementary school children. The problems involved with word recognition, techniques of questioning, comprehension, study skills, critical reading, creative reading, reading readiness, and the language arts were studied. Activities at the institute included research work by the participants, discussions of lectures given by reading experts, observation-demonstrations, evaluations of current theories and instructional aids, and the practicum. The practicum provided experiences in teaching developmental reading, reading in the content areas, diagnostic teaching in group situations, and the use of a variety of techniques and instructional aids with learners of different abilities. The participants evaluated their experiences twice--once at the end of the institute and again the following December. The responses were generally favorable. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (NS)

210. ED 015 084 RE 000 250
Differentiating Objectives and Behaviors in a City-Wide Curriculum Guide in Reading.
By- Fried, Gloria E.
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.95 17P.

Descriptors- *Curriculum Content, *Developmental Reading, *Guidelines, *Program Evaluation, *Reading Instruction, Basic Skills, Behavior Patterns, Content Reading, Enrichment Activities, Grade Charts, Learning Motivation, New Jersey, Reading Curriculum Guide, Remedial Reading, Trenton.

The goals and patterns of the reading curriculum for kindergarten to grade 12 in Trenton, New Jersey, are presented in a resource book which includes descriptive statements of learner characteristics and charts to be read horizontally for skills at each developmental level and vertically for skills progressing from kindergarten through grade 12. Some of the topics discussed are the role of the coordinator for developmental and corrective reading, inservice training, the differentiation of learning behaviors for continuous instruction, and the continual evaluation of teaching techniques and related pupil behaviors. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (MC)

211. ED 015 085 RE 000 252
Dyslexia--Reading Disability with Neurological Involvement.
By- Gehring, Kathryn B.
Pub Date 1 Mar 66
EDRS Price MF-$0.25 HC-$1.45 27P.

Descriptors- *Dyslexia, *Neurology, *Teaching Methods, Multisensory Learning, Neurologically Handicapped, Reading Instruction, Speech Handicaps, Symbolic Learning, Visual Perception.

The symptomatology and treatment of dyslexia are discussed. A description of the dynamic nature of dyslexia, including visual perception, auditory perception and speech, neurological abnormalities, and auditory-visual relationships, is presented. Treatment for dyslexic children is dependent on diagnosis and constant evaluation. Some methods of teaching reading are described. Although present prospects for dyslexic children are not favorable, some programs for learning disabilities are becoming available. However, diagnosis is difficult, and special methods of instruction are seldom begun early enough to avoid emotional involvement. A bibliography is included. (BK)

212. ED 015 086 RE 000 253
Perceptual Systems in Reading--The Prediction of a Temporal Eye-Voice Span Constant. Paper.
By- Geyer, John Jacob
Pub Date 4 May 67
EDRS Price MF-$0.25 HC-$0.90 16P.

Descriptors- *Eye Movements, *Oral Reading, *Perceptual Motor Coordination, *Visual Measures, Eye Voice Span, Reading Habits, Visual Perception.

A study was conducted to delineate how perception occurs during oral reading. From an analysis of classical and modern research, a heuristic model was constructed which delineated the directly interacting systems postulated as functioning during oral reading. The model as outlined was differentiated logically into three major processing functions: sensory, recognitional, and response. Data were derived from 2,465 eye-voice span pairings furnished by eight subjects reading three passages of varying difficulty. The synchronization of recordings using the Gilbert Eye-Movement Camera and taped oral reading showed relatively constant eye-voice span. Correlations between measures of smooth reading and the constancy of temporal eye-voice span were high. The estimated time elapsing between eye and voice during smooth reading was validated. Reestablishing a steady state following an interruption was not statistically stable. The use of multiple fixations, regressions, and prolonged fixation pauses was substantiated, and significant relationships among eye-movement patterns were found. The need to temporally balance input and output systems and the need to correct eye-functioning in order to reestablish temporal balance were evident. The model was declared incomplete, and, although it may add to cumulative knowledge of reading phenomena, has little to offer the teacher at present. This paper was presented at the International Reading Assn. Conf. (Seattle, May 4-6, 1967). (MC)

213. ED 015 087 RE 000 254
A Linguistic Study of Cues and Miscues in Reading.
By- Goodman, Kenneth S.
Pub Date Feb 64
EDRS Price MF-$0.25 HC-$1.65 31P.

Descriptors- *Context Clues, *Linguistics, *Reading Comprehension, *Reading Research, Intonation, Language, Oral Reading, Primary Grades, Reading Achievement, Taxonomy, Word Lists.

Linguistic insights and methods were applied to reading. Six hypotheses were tested: (1) that early readers recognize words in context which they cannot recognize in lists, (2) that the ability to read with natural intonation is related to comprehension, (3) that regressions in reading are largely for the purpose of improving comprehension, (4) that errors in reading are cued, (5) that the artificial language in basal readers causes errors by miscuing readers, and (6) that in retelling a story, children alter language to make it sound more natural. Subjects were 100 randomly selected first, second, and third graders in Michigan. Materials were a sequence of stories selected from the Betts Reading Series. Word lists were made from the stories. The procedure called for children to read the graded word list and then the story from which the words were taken. Subjects retold the story which was tape recorded. Many words read in context were not read from lists. Second and third graders made about double the number of regressions per line read as did first graders. Very few children read with natural intonations. In general, it appears that intonation influenced comprehension. A preliminary linguistic taxonomy of cues and miscues in reading is included. This paper was presented at the American Educational Research Association meeting (Chicago, February 19-21, 1964). (BK)

214. ED 015 088 RE 000 271
Vocabulary Guide of Cognate Words in Spanish and English.
By- Krippner, Stanley
Maimonides Hospital of Brooklyn, N.Y.
Pub Date Jun 66
EDRS Price MF-$0.25 HC-$2.60 50P.

Descriptors- *Reading Instruction, *Second Language Learning, *Spanish, *Word Lists, Language Guides, Teaching Guides, Vocabulary.

A vocabulary guide of cognate words in English and Spanish is presented. The value of the guide rests on the assumptions that the learning of similar words in both languages could change Spanish-speaking American pupils' negative attitude about English as well as increase their vocabulary. Words in the "Velazquez Spanish and English Dictionary" of both vocabulary systems were compared, and cognate words similar in form and meaning were chosen. The guide is arranged alphabetically and classified in terms of 12 observations. This paper was adapted from a study by Celinda Madera de Nido for a reading institute sponsored by Science Research Associates (San Antonio, Texas, July 18-22, 1966). (BK)

215. ED 015 089 RE 000 279
Ends and Means--Developing Specific Objectives for Reading Instruction.
By- Rentel, Victor M.
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *Educational Objectives, *Reading Instruction, *Reading Programs, Curriculum Development, Curriculum Planning, School of Education, University of South Carolina.

Since reading instructional objectives help determine the future of learners, these objectives should be formulated carefully. While society's demands should be considered in developing objectives, their selection depends on the teaching staff's convictions and philosophy of education. What is known about the learning process and about the learner, however, must be considered. Curriculum experts recommend using specific objectives to clarify and illustrate larger objectives. If general objectives are used, levels of generalization must be defined and verified experimentally. Objectives should be in behavioral terms, placed in hierarchial order according to theories of development and maturation, and compared with and classified according to developed systems of defining goals in behavioral terms. Teachers should give learners the chance to try what is asked of them. These tasks must be gratifying enough to stimulate them to try new ways of achieving the same goals. While reading instructional objectives define and direct learning, the reading program should be flexible enough to allow for individual differences. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (NS)

216. ED 015 090 RE 000 287
The Relation between Hand-Eye Preference and First-Grade Reading--A Follow-Up Study.
By- Muehl, Siegmar Fry, Maurine
Pub Date 20 Apr 66
EDRS Price MF-$0.25 HC-$0.70 12P.

Descriptors- *Eye Hand Coordination, *Mental Ability, *Preschool, *Psychomotor Skills, *Reading Achievement, Arithmetic Achievement, Early Reading, Kindergarten, Reading Readiness.

The results of a followup investigation to determine whether the persistence of left-lateral tendencies of a group of children was related to first-grade reading performance are reported. The original investigation at the preschool level included 64 subjects. Forty subjects remained in the local school system through first grade for the followup testing. The subjects were retested for hand-eye preference using the drawing and cutting hand tests and the Miles (1930) Test of Binocular Sighting Preference. Subjects were classified right- or left-handed if they performed consistently in both drawing and cutting and mixed if inconsistent. In addition, an IQ estimate was obtained with the WISC vocabulary subtest. The results show significant differences favoring the consistent right group in both reading and arithmetic. Eyedness was an important factor in directional relations. Brighter children with a natural motor tendency in right-to-left direction adapted readily to peripheral visual difficulties for word recognition in isolation and in sequence. No evidence was presented to warrant attempting to change a child's hand-eye status. References and tables are given. This paper was presented at the Council for Exceptional Children Conference (Toronto, April 20, 1966). (MC)

217. ED 015 091 RE 000 401
A Bibliography of Materials by and about Negro Americans for Young Readers. Final Report.
By- Jackson, Miles M. And Others
Report Number BR-6-8906 Pub Date Feb 67
Contract OEC-2-7-068906-1549
EDRS Price MF-$0.50 HC-$4.70 92P.

Descriptors- *Annotated Bibliographies, *Booklists, *Literature Guides, *Negroes, *Resource Materials, Audiovisual Aids, Library Materials, Reading Materials.

An annotated list of books and audiovisual materials recommended for teaching the contributions of Negroes to American life and the Negro heritage and traditions is presented. The notes included with each entry describe the unique features which would appeal to specific curricula interests. The selection guide should be of particular value to small school districts in selecting and recommending materials for factual information on the American Negro. The work is intended to provide teachers and librarians with a buying list which will help them develop book collections and to provide opportunities for pupils to observe the interrelationship of people within the United States. Three librarians with extensive experience in work with Negro American literature compiled the bibliography with the use of standard bibliographic tools. The citations are arranged by subject, and there is a title index and a subject and author index. (Author)

218. ED 015 092 RE 000 417
Procedures for Evaluating Growth in Reading Skills.
By- Sartain, Harry W.

Pittsburgh Univ., Pa.
Pub Date 64

EDRS Price MF-$0.25 HC-$0.85 15P.

Descriptors- *Evaluation Techniques, *Individualized Reading, *Reading Achievement, *Reading Level, *Reading Readiness, Individual Differences, Observation, Pennsylvania, Pittsburgh, Reading Diagnosis, Reading Improvement, Reading Skills, University of Pittsburgh.

When they individualize reading instruction, teachers should realize that children are very different and that continuous appraisal of each child's attributes and needs is imperative. Teachers should utilize informal evaluative techniques for appraising growth in reading skills. Readiness for beginning reading is determined by observing personal maturation traits, language development level, and behaviors manifesting pictorial interpretation abilities, story sense skills, and visual-discrimination skills. So that suitable materials are assigned to each child, it is necessary to determine his reading level by studying records of previous work and group or individual reading inventories. To insure appropriate instruction and balance in the development of various reading abilities, continuous appraisal of each child's difficulties and progress is achieved through teacher-pupil conferences, by recording individual extension reading, by analyzing errors in oral reading, comprehension, and work-study exercises, by conducting interest inventories, and by testing eye-voice span and auditory-memory span. To provide more evaluative techniques, a list of references and Strang's checklist record of classroom observation on pupil's reading are included. This paper is published in "Individualized Instruction in Reading, A Report of the Twentieth Annual Conference Course on Reading," University of Pittsburgh, Pittsburgh, Pa. (NS)

219. ED 015 098 RE 000 977
The Use of the Computer for Testing, Programming and Instruction.
By- Williams, Gilbert
Pub Date Dec 66

EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *Computer Assisted Instruction, *Computer Oriented Programs, California, Learning Processes, Reading Centers, Reading Instruction, San Bernardino Valley College.

The reading center at San Bernardino Valley College related computer uses to four aspects of its reading program: diagnosis, instruction, evaluation, and research. A systems design for the total program was developed through the practical concerns associated with these four aspects. The following are the objectives of the Valley College program in its systems approach: (1) to assure sequence and continuity in the reading program while providing current data on student achievement, (2) to control and follow student progress, (3) to keep the teacher informed about individual progress, (4) to provide a more effective means of programing students into materials and media, (5) to assure individual student progression with the skills he needs to work on in sequence, and (6) to have the potential of branching, since the test data can indicate additional skills material available through storage in the memory banks of the computer. Some specific applications of the use of the computer are reported. A comparison of computer functions and learning functions is made. Nine references are given. This paper was presented at the National Reading Conference (St. Petersburg, Florida, December 1-3, 1966). (RH)

220. ED 015 101 RE 000 981
New York City's Use of Programed Instruction, with Emphasis on Reading.
By- Fanning, Robert J.
Pub Date 7 May 65
EDRS Price MF-$0.25 HC-$0.40 6P.

Descriptors- *Elementary Grades, *High School Students, *Programed Instruction, *Programed Materials, *Reading Instruction, Annual Convention of the National Society for Programed Instruction, Autoinstructional Aids, Board of Education of the City of New York, Programed Texts, Teaching Machines.

The New York City school system's efforts in programed instruction are discussed. In the senior high schools, experiments are being conducted with Doubleday's "Tutor Texts" on computer mathematics, the TEMAC materials, and the United States Industries' "Auto Tutors." In the junior high schools, specialists are developing programs in reading and mathematics for slow learners. In 1963, three commercially prepared programs in science, reading, mathematics, and social studies were used in seven public elementary schools. Data obtained on pupil achievement and attitudes revealed that the pupils learned through the programs and that they liked the technique. However, the use of the programs alone was not as effective as pupil-teacher interaction. Therefore, an audio approach to programing is being explored. In 1964, a project to develop programed reading materials for slow learners was initiated. Corrective reading teachers identified objectives and skills in behavioral terms, set standards of achievement, and prepared programed reading materials. Interviews with pupils revealed attitudes, the mental processes used, and the behavior manifested. While programed reading provides for independent reading, its advantages cannot be extended to preliterates until provisions are made for them. This paper was presented at the Convention of the National Society for Programed Instruction (Philadelphia, May 7, 1965). (NS)

221. ED 015 102 RE 000 982
Academic and Reading Achievement Related to Reading Difficulties.
By- Gaines, Edith M. Hinds, Lillian R.
EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *Auditory Discrimination, *Communication Skills, *Personnel Selection, *Reading Level, *Vision Tests, Experimental Teaching, Interviews, Personality Assessment, Task Performance, Teaching Skills, Visual Discrimination.

The selection and training of teacher aids for Cleveland's elementary schools are described. Eighty women were chosen from the Aid to Dependent Children rolls and were enrolled in a 5-month training program. The program was unique in its plan to train women with less than a high school education. The objectives of the program were to develop high levels of communication skills which would make the women more employable and to give specific training which would enable them to be of valuable assistance to teachers. Pretests and post-tests measured reading skills, visual functioning, and auditory discrimination. Reading proficiencies were set at the fourth grade level for candidates for primary grades and at the seventh grade level for candidates for the upper elementary classrooms. Tables present data such as teachers' ratings of the assistants' performance in the classroom. (MC)

222. ED 015 103 RE 000 983
Research in Language Arts.
By- Petty, Walter T.
Pub Date 17 Feb 67
EDRS Price MF-$0.25 HC-$0.55 9P.

Descriptors- *Educational Research, *Language Arts, *Research Needs, *Research Problems, *Research Utilization, English Instruction, Language Instruction, Language Research, National Council on Research in English, New York, State University of New York at Buffalo.

Very little important research has been done in the field of language arts, and the research interest in that field ends with the publication of research reports which offer pronouncements rather than research evidence. The purposes of research or how its findings could be used have not been clarified. There is also blind acceptance of what authorities say. Some major problems in handwriting, spelling, listening, oral expression, and in written expression need investigation. More thorough examination of proposals advanced, of the findings of language scholars, and of the direction being taken by curriculum change should be made. The help of the National Council on Research in English and other organizations is needed to relate current teaching materials and techniques to the best available research evidence and to distribute lists of specific problems to agencies interested in funding educational research. This paper was presented at the National Conference on Research in English (New York, February 17-18, 1967). (NS)

223. ED 015 104 RE 000 984
Some Comparisons between NCRE Members and Other Reading Researchers.
By- Wilder, David E.
Pub Date 18 Feb 67
EDRS Price MF-$0.25 HC-$0.85 15P.

Descriptors- *Educational Background, *Educational Researchers, *Professional Training, *Reading Research, *Research Skills, Bureau of Applied Social Research, Columbia University, National Conference on Research in English (NCRE), Research Apprenticeships, Research Opportunities.

Findings from a study of research orientation among reading experts are reported. While involvement in research is usually discouraged by heavy teaching loads, meager research facilities, lack of financial support, and nonresearch oriented background, many experts had not engaged in research even under favorable conditions. Hence, research training, past and present research experience, and research ideology were used as indices to identify research oriented experts. It was found that sex, the quality of the school attended, and the type of degree earned were factors contributing to research orientation. A comparison of experts who were members of the National Conference on Research in English (NCRE) with nonmembers indicated that NCRE members did not conform to patterns usually associated with high research orientation. The NCRE of the past had unknowingly encouraged inbreeding and had prevented work with other fields. The present NCRE trend, however, is toward membership by noneducators and interdisciplinary consultation. This paper was presented to the National Conference on Research in English (New York, February 17-18, 1967). (NS)

224. ED 015 107 RE 000 995
Manual of Administration and Recording Methods for the Staats "Motivated Learning" Reading Procedure.
By- Staats, Arthur W. And Others
Wisconsin Univ., Madison

Report Number WP-6
Report Number BR-5-0216-WP-6 Pub Date Apr 67
Contract OEC-5-10-154
EDRS Price MF-$0.25 HC-$2.00 38P.

Descriptors- *Elementary Grades, *Motivation Techniques, *Reading Research, *Remedial Reading, *Secondary Grades, Delinquents, Educable Mentally Handicapped, Emotionally Disturbed, Reading Achievement, University of Wisconsin, Wisconsin Research and Development Center for Cognitive Learning.

The Staats Motivated Learning Reading Procedure is an application of an integrated-functional approach to learning in the area of reading. The method involves a system of extrinsic reinforcement which employs tokens backed up by a monetary reward. The student reports to the program administrator some item for which he would like to work, such as a phonograph record or a pair of shoes, and the item's exact price. When he has earned tokens which equal the amount necessary, he is given the money and allowed to buy the item. Procedures are explicit, simple to administer, and are applied on a 1-to-1 basis by nonprofessional personnel. The procedures are designed to progressively reduce the amount of reinforcement given per reading response as the training progresses. The method has proved applicable to students with severe behavior problems, to the emotionally disturbed, the educable mentally retarded, and to students from regular elementary and junior high classrooms identified as poor readers. Samples of the materials used and step-by-step lesson procedures are appended. (RH)

225. ED 015 108 RE 000 996
Materials for Teaching Adults to Read.
By- Otto, Wayne Ford, David
Report Number WP-2
Report Number BR-5-0216-WP-2 Pub Date Dec 66
Contract OEC-5-10-154
EDRS Price MF-$0.25 HC-$2.55 49P.

Descriptors- *Adult Reading Programs, *Adults, *Literacy Education, *Reading Instruction, *Reading Materials, Adult Education, Reading Material Selection, University of Wisconsin Research and Development Center for Learning and Reeducation.

An extensive survey and review of the materials available for teaching illiterate adults to read was conducted by questioning publishers about the literature they published for the adult basic literacy market. Based on the publishers' replies, the following six annotated lists of adult reading materials were compiled and are presented: basic reading programs for adults, supplementary skill builders, supplementary easy reading materials, U.S. Government Printing Office publications, materials for teaching reading to foreign born adults, and a selected list of publications useful to literacy instructors. A checklist accompanies each program to aid in its evaluation. Publishers' addresses are given. References are included. (RH)

226. ED 015 109 RE 000 997
Mechanical Aids in the Teaching of Reading.
By- Otto, Wayne Houston, Camille
Report Number WP-3
Report Number BR-5-0216-WP-3 Pub Date Jan 67
Contract OEC-5-10-154
EDRS Price MF-$0.25 HC-$1.00 18P.

Descriptors- *Instructional Materials, *Mechanical Teaching Aids, *Reading Instruction, *Remedial Reading, Audiovisual Aids, Madison, Research and Development Center for Learning and Reeducation, University of Wisconsin, Wisconsin.

A survey of the mechanical aids available for the teaching of reading which describes their operation, their cost, and limitations is presented to provide school personnel with some information about mechanical aids in general and about selected prototypical devices in particular. Educators can obtain further information about the devices from the manufacturer whose address is included with each description. The devices described fall into four categories: tachistoscopes, accelerators, pacers, and multimedia presentations, such as the Language Master and the Califone Remedial Reading Laboratory. Some of the research related to these devices is discussed. References and illustrations are provided. (RH)

227. ED 015 110 RE 000 998
"Motivated Learning" Reading Treatment with Additional Subjects and Instructional Technicians.
By- Staats, Arthur W. And Others
Wisconsin Univ., Madison
Report Number TR-22
Report Number BR-5-0216-TR-22 Pub Date Mar 67
Contract OEC-5-10-154
EDRS Price MF-$0.25 HC-$1.15 21P.

Descriptors- *Junior High School Students, *Reading Research, *Reinforcement, *Remedial Reading, *Subprofessionals, Madison, Positive Reinforcement, Reading Achievement, Reading Materials, Reinforcers, University of Wisconsin, Word Recognition.

A method of treating reading deficits based upon an extrinsic motivational system previously employed successfully with a single subject was extended to 18 additional subjects. The junior high age subjects included retarded children in special classes, several emotionally disturbed children, and culturally deprived children. The method of training used in the original study was simple to administer. It was hypothesized that subprofessional personnel could be employed to administer the treatment. Adult volunteers and high school seniors were used as the instructional technicians. The 18 subjects were given 38.2 hours of training in daily half-hour sessions during which period the average reinforcement earned was $22.29. The mean number of single word reading responses was 94,425. The rate of reading accelerated over the period of training, even though the reading material became more difficult. This occurred during a period when progressively less reinforcement was given per reading response. A mean of 616.8 new words was learned, and 70.9 percent of these was retained in a long term test. The attention, attendance, cooperation, and diligent work behavior of the various children were maintained in good strength throughout the duration of the study. (Author)

228. ED 015 111 RE 000 999
The Effect of Memory Span on Cue Patterns in Word Recognition.
By- Weissglass, Roberta
Report Number TR-16
Report Number BR-5-0216-TR-16 Pub Date Dec 66
Contract OEC-5-10-154
EDRS Price MF-$0.25 HC-$1.30 24P.

Descriptors- *Attention Span, *Kindergarten Children, *Reading Research, *Word Recognition, Learning Processes, Linguistic Patterns, Madison, University of Wisconsin, Visual Stimuli.

Kindergarten children were used as subjects in an attempt to discover whether children with short and long memory spans use different cues to recognize words and whether memory span tests are effective predictors of difficulty in learning to read. It was hoped that children would exhibit a consistent pattern of choices over trials, which might have implications for teaching word recognition and other reading skills. The digit span subtest of the Wechsler Intelligence Scale for Children, an auditory test, measured memory span and was used as the screening device. Five-letter nonsense words comprised the word recognition task. Children were required to select from a group of nonsense words the one similar to the word that had just been shown to them. Each word in the response group contained one cue which appeared in the same position as in the stimulus word with the other cues held constant. Five cues were examined--positions 1, 2, 3, 4, and 5, and each subject had an equal opportunity to respond to each cue. All groups showed a preference for cue 1, and there was a tendency to respond to cue 3 and cue 5. An avoidance effect seemed to be operating with cue 2 and cue 4. The results on Friedman's analysis of variance of ranks indicated that random selection may have been operating for boys and girls in the low memory span group. For the middle and high memory span boys, a preference pattern was not likely to arise by chance. Tables, 24 references, and an example of the form for recording response choices are included. (Author)

229. ED 015 112 RE 001 000
Hue Labeling and Discrimination in Children with Primary Reading Retardation.
By- Wilson, F. R. Lane, H. L.
Report Number BR-6-1784-1
Contract OEC-3-6-061784-0508
EDRS Price MF-$0.25 HC-$1.35 25P.

Descriptors- *Males, *Perception, *Reading Research, *Retarded Readers, Intermediate Grades, Matched Groups, Neurologically Handicapped, University of Michigan, Visual Discrimination, Visual Perception.

The labeling and discrimination of colors were studied in children with primary reading retardation and in a matched group of normal children. Ten male students in Michigan representing an age range of 9 years 10 months to 14 years 10 months were chosen as subjects. Developmental, medical, educational, neurological, psychiatric, and psychometric data were collected on each subject. Either the Gates Reading Test or the California Reading Test was administered. Each retarded reader was matched with a normal reader of approximately the same age and intelligence. The spectral locations of boundaries between color categories were comparable in the groups. The discrimination functions obtained for both groups were better than those predicted. The normal group performed significantly more accurately than the retarded readers. Both groups showed a positive correlation between predicted and obtained discriminability scores. Tables and references are included. (BK)

230. ED 015 113 RE 001 001
Maintaining Task Behavior in a Literacy Program under Various Conditions of Reinforcement.
By- Smith, Donald E. P. And Others
Report Number BR-6-1784-2
Contract OEC-3-6-061784-0508
EDRS Price MF-$0.25 HC-$1.25 23P.

Descriptors- *Motivation, *Motivation Techniques, *Reading Achievement, *Student Motivation, *Task Performance, Attention Control, Elementary Grades, University of Michigan.

The work output of retarded readers using a programed literacy curriculum was observed under various conditions of reinforcement in a controlled classroom. Task behavior was followed by conditions of no consequence, teacher praise, a work-break consequence, a monetary consequence, and feedback on amount of work relative to previous work. Six different experiments were conducted with subjects ranging in age from 70 months to 12 years 7 months. The extinction of task behavior tended to occur under conditions of no consequence and of teacher praise. Conditions of monetary consequence and of feedback on progress resulted in high, sustained rates of work behavior. Detailed results are reported in tables and figures. (Author)

231. ED 015 114 RE 001 002
A Suggested Method for Pre-School Identification of Potential Reading Disability.
By- Newton, Kenneth R. And Others
Report Number CRP-S-455
Report Number BR-5-8347 Pub Date 66
Contract OEC-6-10-144
EDRS Price MF-$0.25 HC-$2.10 40P.

Descriptors- *Perceptual Motor Coordination, *Predictive Ability (Testing), *Reading Difficulty, *Visual Discrimination, Age, Associative Learning, Factual Reading, Intelligence Quotient, Kephart Walking Board Ability Test, Reading Diagnosis, Visual and Ocular Motility Tests, Visual Perception, Winter Haven Form Copying, Word Recognition.

The relationships between prereading measures of visual-motor-perceptual skills and reading achievement were studied. Subjects were 172 first graders. Pretests and post-tests for word recognition, motor coordination, and visual perception were administered. Fourteen variables were tested. Results indicated that form-copying was more effective than IQ as a predictor of reading disability. The correlation between age and reading was lowest. Appendixes provide examples of testing materials and an outline of the training sessions. Twenty-nine references are listed. (MC)

232. ED 015 115 RE 001 004
Subvocal Speech during Silent Reading.
By- McGuigan, Frank Joseph

Report Number CRP-2643
Report Number BR-5-0347
Contract OEC-5-10-073
EDRS Price MF-$0.50 HC-$5.95 117P.

Descriptors- *Covert Response, *Inner Speech (Subvocal), *Reading Research, *Silent Reading, Electromechanical Aids, Handwriting, Intermediate Grades, Listening, Longitudinal Studies, Primary Grades, Thought Processes.

Covert behavior has potentially great scientific and technological importance, though present knowledge of this response class is meager. Scientifically, covert behavior has been studied for two reasons: (1) because of its intimate relation to the "thought processes," and (2) because it is part of the realm of behavior that the psychologist seeks to understand. (A science of behavior that confined itself to overt responses would be, at best, incomplete.) The broad purpose of the research reported here is to increase the understanding of the nature and function of covert behavior. This report consists of six sections. The problem for each section is developed separately, as are the methods of attacking each problem, the resultant findings, the discussion, and conclusions. The report documents the occurrence of heightened covert oral behavior in a variety of situations, and the findings strongly suggest that this kind of behavior is beneficial to the individual in some way. The results are encouraging and form the basis for a more substantial attack of covert behavior. Tables, figures, and bibliographies are included. (Author/BL)

233. ED 015 116 RE 001 005
The Oklahoma Reader, Volume 1, Number 2, May 1966.
By- Ray, Darrel D.
International Reading Assn., Stillwater, Okla.
Pub Date May 66
EDRS Price MF-$0.25 HC-$1.10 20P.

Descriptors- *Reading Diagnosis, *Reading Materials, *Remedial Programs, Attention Span, Basic Reading, Critical Reading, Individual Differences, Reading Processes, Reading Tests.

The second issue of Volume 1 of "The Oklahoma Reader" presents six articles in an effort to extend the work of the Oklahoma Reading Council to teachers throughout the state. The articles concern plans for a remedial program, the role of illustrations in basic readers, word attack skills, strengthening attention span, critical reading, use of tests, and multilevel materials. A discussion of IRA findings on reading and a case report including detailed diagnosis and recommendations for an adjusted reading program are given. (MC)

234. ED 015 117 RE 001 006
Improving the Reading Level of Disadvantaged Adults.
By- McKee, John M. And Others
Rehabilitation Research Foundation, Elmore, Ala.
Pub Date 67
EDRS Price MF-$0.25 HC-$1.40 26P.

Descriptors- *Adult Reading Programs, *Phonics, *Reading Comprehension, *Reading Improvement, *Remedial Reading, Alabama, Draper Correctional Center, Educationally Disadvantaged, Elmore, Illiterate Adults, Manpower Development, MDTA Vocational Experimental Demonstration Project, Mechanical Teaching Aids, Perceptual Development Laboratories Diagnostic Reading Test.

To help disadvantaged inmates with low reading levels and those considered functionally illiterate, the Draper Correctional Center in Alabama experimented with various reading improvement programs. Most successful was the reading improvement program using the perceptoscope. All applicants who scored below the seventh grade reading level in the Metropolitan Achievement Test took the Perceptual Development Laboratories (PDL) Diagnostic Reading Test and were then enrolled either in the phonics program or in the intermediate reading program. The phonics program helped inmates who could not function at the intermediate level know about language sounds and develop the ability to convert sounds into words through the PDL Phonics Training System. The 40-lesson intermediate reading program used lessons read from the screen with speed controlled by the perceptoscope and lessons to improve comprehension. The whole program was effective in teaching reading skills, particularly comprehension, and in enhancing other language skills. The experimental group gained 2.5 grade levels, the control group had a .7 gain. This report lists other reading programs used at Draper Correctional Center. (NS)

235. ED 015 118 RE 001 007
Selected Reading Readiness Tests as Predictors of Success in Reading.
By- Lowell, Robert E.
Report Number BR-6-8894 Pub Date 31 Jul 67
Grant OEG-1-7-068894-0323
EDRS Price MF-$0.25 HC-$1.90 36P.

Descriptors- *Grade 1, *Prognostic Tests, *Reading Achievement, *Reading Readiness Tests, Basic Reading, Basic Vocabulary, Beginning Reading, Lee Clark Reading Readiness Test, Maine, Murphy Durrell Reading Readiness Analysis, Orono, University of Maine, Visual Discrimination, Word Recognition.

Four null hypotheses were tested to evaluate selected reading readiness tests as predictors of first-grade reading achievement. Five schools in the Bangor, Maine, city school system were randomly chosen. In each school, one class used the experimental program which emphasized supplementary vocabulary instruction with readiness training. Another class used the conventional program without vocabulary instruction. Both programs were based on the Harper-Row basal readers. Reading readiness was determined by the selected reading readiness tests during the second week of the school year. Reading achievement was tested by individual word recognition tests based on the vocabulary of the four preprimers used and by Spache's Diagnostic Reading Scales. Results statistically analyzed at the University of Maine Computing Center indicated that prediction of success in first-grade reading was significantly improved by using composite subtests, by clearly defining the achievement criteria, and by organizing and controlling instructional variables. Nine subtests were identified, and it was found that intact tests did not really measure features of readiness. An extensive bibliography and tabulated test results are included in this final report of a study done under contract with the Department of Health, Education, and Welfare. (NS)

236. ED 015 119 RE 001 013
A Study of the Relationship between Reading Achievement and Sense Modality Shifting.
By- Hurd, Donald E.
Report Number BR-6-8688 Pub Date 67
Contract OEC-3-7-068688-0112
EDRS Price MF-$0.25 HC-$1.35 25P.

Descriptors- *Reading Achievement, *Reading Research, *Sensory Experience, Auditory Perception, Grade 2, Grade 4, Grade 6, Overt Response, Socioeconomic Status, Visual Perception.

A study was conducted to determine the relationship between visual and auditory singular modal responses and modal shifting behavior to reading achievement with control for such variables as intelligence, age, sex, and socioeconomic status. Subjects were 120 second, fourth, and sixth graders from Peoria, Illinois, public elementary schools. Measures of the following variables were obtained for each student: auditory and visual reaction times, visual-auditory shifting and singular modal auditory and visual response, intelligence, socioeconomic status, and reading achievement. Correlations and t tests were used to analyze the data. Modal shifting was independent of socioeconomic status. Random relationships existed between sense modality shifting and reading achievement. Differences were not found between reaction times to the singular visual and auditory channels and the shifting between the two channels of communication. References and tables are included. (BK)

237. ED 015 120 RE 001 015
A Brief Summary of Research on Interclass Grouping at the Elementary School Level.
By- Hillerich, R. L.
Pub Date Mar 67
EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *Class Organization, *Grouping (Instructional Purposes), *Grouping Procedures, *Reading Achievement, Elementary Grades, Glenview Public Schools, Illinois.

Twenty-seven studies on interclass grouping at the elementary level are summarized. It is pointed out that the summary is neither exhaustive nor deliberately slanted. Studies poorly done in terms of sample or treatment were not included. The studies are grouped according to two questions: (1) is achievement increased by grouping and (2) are students' attitudes affected by grouping. A series of quotations from the research studies is given to provide a brief survey of the literature. A bibliography is included. (RH)

238. ED 015 121 RE 001 016
A Reading Specialist Looks at Linguistics.
By- Hillerich, Robert L.
Pub Date Jun 67
EDRS Price MF-$0.25 HC-$1.05 19P.

Descriptors- *Linguistics, *Reading Instruction, Early Reading, Glenview Public Schools, Illinois, Linguistic Theory, Reading Materials.

The relationship of linguistics to the teaching of reading is described. Four major principles on which linguists seem to agree are outlined: (1) Speech is language, while print is only the representation of language. (2) Language is systematic, not haphazard or random, and consequently can be studied in a systematic fashion. (3) Language is habitual, and one develops skill in a language by operating within it, not by learning its rules. (4) The typical school-age child has already mastered the sounds and basic sentence patterns of his native language. The success of the critical act of applying these principles to the teaching of reading depends on the cooperation between linguists and reading specialists. To illustrate the difference between the two groups, the content of linguistics materials is contrasted with the content of typical basal readers. Linguists should help teachers of reading to understand the structure of the language and how it functions so that they can teach reading more effectively. A bibliography is given. (RH)

239. ED 015 823 RE 000 222
Questions as Aids to Reading--Some Research and a Theory.
By- Frase, Lawrence T.
Pub Date 67
EDRS Price MF-$0.25 HC-$0.95 17P.

Descriptors- *Feedback, *Programed Instruction, *Questioning Techniques, *Reading Research, Learning Theories, Programed Materials, Programing, Reinforcement, University of Massachusetts.

To support the view that there are several ways of controlling learning behaviors, two approaches to studying the effect of questions on adult reading behavior in relation to programed materials are reviewed, and an alternative S-R model is offered. The "cybernetic" view proceeds from the assumption that sensory feedback rather than confirmation and reinforcement is the mechanism for learning from printed materials. A question must precede the reading passage in order to effectively control behavior. Otherwise, the learner must be allowed to review the material after seeing the question. The emphasis, therefore, is on control and integration of responses in terms of a prescribed criterion, the question. In contrast, the "mathemagenic" approach states that the acquisition and retention of information from printed material can be related to attentive responses, called "mathemagenic responses," which are controlled by test-like events and the material in the passage which is associated with that controlling stimulus. A theoretical S-R model consistent with the two views is presented to illustrate the premise that learning via reinforcement can be broadened to include control of ongoing reading behavior. (NS)

240. ED 015 824 RE 000 230
The Reading Program Spans the Total Curriculum.
By- Cooper, J. Louis
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.70 12P.

Descriptors- *Content Reading, *Reading Habits, *Reading Materials, *Reading Skills, Connecticut, Storrs, Study Habits, Study Skills, Teacher Participation, Teacher Responsibility, University of Connecticut.

The following questions are answered to show that the reading program spans the total curriculum: (1) what reading skills are required for reading in the content areas, (2) who should teach these skills, and (3) what materials are needed. Skills should be grouped according to skills for reading a single study-type selection, skills for securing information from different sources, and skills for reading short, specific selections. These skills should be taught during the regular reading instruction period and applied during the content area period without further attention except for refinement and for the development of the habit of using them. Materials to be used should delineate the specific skills to be taught, provide well-organized lessons for teaching them, suggest specific areas and situations for their application and integration, and include selections of appropriate content. Finally, provisions for their application in a functional setting must be made by the content area teachers. The reading program spans the total curriculum and involves both the reading teachers and the content area teachers. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (NS)

241. ED 015 825 RE 000 243
Socio-Cultural Influences and Learning Channels.
By- Deutsch, Cynthia P.
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.60 10P.

Descriptors- *Discrimination Learning, *Environmental Influences, *Learning, *Lower Class, *Socioeconomic Status, Auditory Discrimination, Sensory Experience, Visual Discrimination.

The hypothesis that environmental circumstances influence the process of knowledge acquisition is discussed. The role of partial and full sensory isolation and deprivation and its negative effect on learning is shown to be supported by research. The Institute for Developmental Studies at New York University is engaged in research dealing with the auditory modality discrimination of lower class children. The auditory mode of learning for lower class children seems to be less efficient than the visual mode. References are included. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (BK)

242. ED 015 826 RE 000 247
Cultural Deprivation--Ideas for Action.
By- Edwards, Thomas J.
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.90 16P.

Descriptors- *Curriculum Development, *Disadvantaged Youth, *Learning Difficulties, Chicago, Cultural Disadvantagement, Cultural

Environment, Cultural Factors, Educational Disadvantagement, Illinois, Language Handicaps, Psychological Needs, Science Research Associates.

Educating the culturally different learner could be improved through action programs paralleled by experimental research. The identification of traits and environmental factors that reverse the effects of cultural deprivation and allow individuals to break out from their cultural cocoons and the presentation of the curriculum to the culturally different learner are two problems needing investigation. Basic learning deficiencies and psycho-social adjustment needs which handicap the culturally different learner should be recognized and provided for. Dialectical barriers could be checked by linguistic immersion or by allowing the learner maximum contact with standard American English so he could master vocabulary, pronunciation, syntax, and idiomatic expressions. Levels of aspiration and concept of self could be raised by constantly reassuring the learner of his capacity to learn and by allowing him successes. Knowledge of his experiential background, value system, and linguistic orientation is as significant as a continuous assessment of his strengths, weaknesses, and progress. Eventually, every culturally different learner could be able to participate with dignity, self-acceptance, and self-respect. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (NS)

243. ED 015 827 RE 000 248
Let Them Listen.
By- Ehrhardt, Harryette B.
Pub Date 5 May 67
EDRS Price MF-$0.25 HC-$0.80 14P.

Descriptors- *Aural Learning, *Cultural Enrichment, *Literature Appreciation, *Oral Reading, *Teacher Education, Library Materials, Listening Habits, Self Evaluation, Southern Methodist University.

The oral reading of literature during school time is defended. The inclusion of oral literature is urged as a vital part of teacher preparation at all levels. Helping pupils learn to discriminate and appreciate esthetic beauty by listening makes the oral reading of literature worthy of a prominent place in the school program. A carefully structured program of oral presentation in a broad, rich environment is educationally defensible. Some guidelines for producing an environment conducive to listening are included. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (MC)

244. ED 015 828 RE 000 255
The Effect of Purposeful Reading on Comprehension at Differing Levels of Difficulty.
By- Grant, Eugene B. Hall, Marcia
Pub Date 4 May 67
EDRS Price MF-$0.25 HC-$0.60 10P.

Descriptors- *Grade 6, *Motivation, *Reading Instruction, *Reading Research, *Reading Skills, DeKalb, Hammond, Hammond Public Schools, Illinois, Indiana, Northern Illinois University, Reading Clinic, Reading Comprehension, Reading Improvement, Reading Level.

A review of the literature relevant to the problem of purposeful reading and comprehension reveals the need to help children establish a mental set or purposeful attitude prior to reading. To evaluate a thought-directing question as a purpose prior to reading at different levels of difficulty, 279 sixth graders from three schools in Hammond, Indiana, were randomly assigned to an experimental and a control group. Both groups were subdivided into above-average readers, average readers, and below-average readers on the basis of scores on the Iowa Tests of Basic Skills. Both groups also read an article from "Junior Scholastic Magazine." The experimental group was given a broad thought-directing question before reading the selection, while the control group was told that there would be questions after they had read the selection. A followup test of 10 multiple-choice items was given to both groups. An analysis of test results showed that a broad thought-directing question was of special value in comprehending material that approximated the reading level of the reader, but was not valuable when the material was too difficult or too easy for the reader. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (NS)

245. ED 015 829 RE 000 265
The Role of the Teacher in Developing Lifetime Readers.
By- Iverson, William J.
Pub Date 5 May 67
EDRS Price MF-$0.25 HC-$0.75 13P.

Descriptors- *Independent Reading, *Literature Appreciation, *Reading Habits, *Reading Interests, *Recreational Reading, Creative Reading, Critical Reading, Stanford University.

Elementary teachers are commended for developing lifetime readers. Elementary teachers tell stories and read aloud with zest and natural affection. They structure the classroom environment to make it accessible and conducive to free and enjoyable reading, and they give attention to the basic skills of language as well as to the content that language bears. Realizing that an appreciation of literature derives from a knowledge of the qualities within each literary form, teachers dwell on these qualities as they show how a writer builds a certain literary form. While observing how each child responds to a writer's ideas, teachers accept diversity in the children's responses, opinions, and judgments. Hence, in the stories they tell or read aloud, in the sounds, rhythms, and images reflected by their voices, and in the discussions they hold on literary forms, elementary teachers develop lifetime readers. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (NS)

246. ED 015 830 RE 000 268
Instructional Materials and Methods for the Disadvantaged Pupil Who Is Retarded in Reading.
By- Krippner, Stanley
Maimonides Medical Center, Brooklyn, N.Y.
Pub Date Jul 66
EDRS Price MF-$0.25 HC-$1.55 29P.

Descriptors- *Culturally Disadvantaged, *Early Reading, *Instructional Materials, *Preschool Programs, *Retarded Readers, Beginning Reading, Brooklyn, Corrective Reading, Department of Psychiatry, Disadvantaged Youth, Dream Laboratory, Early Experience, Maimonides Medical Center, New York, Reading Instruction, Reading Programs, Remedial Reading.

Ten programs reviewed in this paper illustrate what can be done for culturally disadvantaged retarded readers. The Montessori approach emphasizes intrinsic motivation and uses sense-stimulating materials and developmental activities for perceptual and cognitive growth. The Banneker program enriches its intensive preschool program with experiences in speaking, listening, and all kinds of prereading situations. The Maury School reading program is based on experience stories written by the children, while the Ashton-Warner approach to reading instruction is based on words the child wants to learn. The Amidon School designed curriculum tracks for transfer students and uses the Phonovisual technique for beginning readers. Like these programs, the Great Cities program, the Arthur School, the Prince Edward Free School Association, the Higher Horizons program, and the Work-Study program are all designed to improve the achievement of culturally disadvantaged children and to demonstrate the need for individual attention, the importance of interesting manipulative materials, the teacher's role in guiding the child to better achievement, and the advantages of early attention. Preschool programs are more effective in preventing the disadvantaged child from becoming a retarded reader than any amount of remedial or corrective help later. This paper was presented at the Reading Institute sponsored by Science Research Associates (San Antonio, July 18-22, 1966). (NS)

247. ED 015 831 RE 000 300

Fels Foundation Project for Developing Youth Potential.
By- Bair, Robert A. And Others
Kings County Supt. of Schools Office
Pub Date Sep 66
EDRS Price MF-$0.75 HC-$6.85 135P.

Descriptors- *Disadvantaged Youth, *Parent Child Relationship, *Self Concept, *Youth Programs, Educational Administration, Joseph Fels Foundation Inc., Parent Responsibility, Program Evaluation, Study Centers.

The operation of the Fels Foundation Project for Developing Youth Potential in Hanford, California, is described. Of general concern was the preparation of culturally deprived children for school experiences and for future employment. A major goal was to improve the self-image of the children and to assist the parents and children in providing experiences conducive to success in school and in adulthood. The report includes a detailed record of all integrated activities. Charts present evaluations of all phases of the program and of the budget for one year's activities. (MC)

248. ED 015 833 RE 000 970

Special Motivational Activities for Promoting Certain Problem Areas in Reading.
By- Dawson, Marvin Spencer, Gary D.
Carroll County Board of Education, Ga.
Report Number PROJ-022-022R-66-2 Pub Date 66
EDRS Price MF-$0.75 HC-$6.75 133P.

Descriptors- *Reading Games, *Reading Skills, *Remedial Reading, *Word Recognition, Auburn University, Corrective Reading, ESEA Title 1, Listening Skills, Phonics, Reading Comprehension, Reading Improvement, Study Skills, Vocabulary, Word Recognition.

A curriculum guide produced at an inservice training course on "Problems in Teaching Reading" by teachers from Carroll County Schools, Georgia, in the spring of 1966 is presented. It offers general motivational reading activities which promote growth in certain problem areas in reading. Recognizing that there can be no effective learning without motivation, one group of teachers prepared reading games and exercises with some motivational value. Guided by the principle that phonics is the starting point in the process of teaching a child to read, two other groups worked on graded phonics and word recognition activities to develop auditory discrimination, visual discrimination, word blending, and contextual application, and suggested some guidelines in the teaching of phonics. The context approach, the word analysis approach, and the base approach to vocabulary building were used by a fourth group in formulating exercises in vocabulary skill development. Specific activities for growth in comprehension, listening skills, and study skills were also developed. (NS)

249. ED 015 834 RE 001 003
Research Conference on the Problem of Dyslexia and Related Disorders in Public Schools of the United States. Final Report.
By- Zedler, Empress Y.
Southwest Texas State Coll., San Marcos
Report Number BR-7-8270
Pub Date 12 Jul 67
Grant OEG-4-7-078270-2684
EDRS Price MF-$0.50 HC-$4.90 96P.

Descriptors- *Conference Reports, *Dyslexia, Evaluation, Language Handicapped, Learning Difficulties, Reading Diagnosis, San Marcos, Teacher Education, Texas.

A closed conference on dyslexia and related learning disorders was held at Southwest Texas State College on May 15 and 16, 1967. Twenty-five participants represented key professions and relevant interest groups, and 10 observers represented federal agencies. With respect to dyslexia and related learning disabilities, the conferees addressed their attentions to the areas of research, diagnosis and evaluation, teacher preparation, and corrective education. The executive committee endorsed the reports of the four working groups and recommended that a commission of nonfederal specialists be appointed at the highest possible national level to (1) examine the problem area in detail, (2) make recommendations concerning the need for a continuing national program to deal with the problem, and (3) develop guidelines for establishing a program. A mail survey of the 50 chief state school officers concerning an inventory of activity in the field is included. (BK)

250. ED 015 836 RE 001 034
A Comparison of Standard and Visual Administrations of the Concept Mastery Test.
By- Curtis, H. A. Kropp, R. P.

Pub Date 61
Grant OEG-7-08-075
EDRS Price MF-$0.25 HC-$0.85 15P.

Descriptors- *Instructional Innovation, *Test Reliability, *Test Validity, Projection Equipment, Statistical Analysis, Testing, The Terman Concept Mastery Test Form T.

A study was conducted to determine changes in score characteristics related to various conditions of speededness when a test is presented visually by projecting one item at a time. This method of study is potentially useful for presenting test materials by television. The total score and part score data revealed high relationships between the normal and the projected presentation of materials adopted from the Terman Concept Mastery Test, Form T, to graduate students. There was tentative evidence that tests of this type, when administered under paced, projected conditions, could be speeded greatly without appreciably altering test reliability and validity. However, separate norms would need to be constructed for scores obtained under highly speeded conditions which produce score decrements. It was observed that paced, visual testing led to a larger number of responses by the subject and that these responses were given in a shorter amount of time as compared, in both cases, to performance on forms normally administered. The introduction of an interexposure interval did not seem to increase scores. The paced, visual tests seemed to induce a higher level of motivation on the part of subjects than did the traditional presentation. There was intense concentration and sustained performance by each subject. (Authors)

251. ED 015 837 RE 001 036
A Comparison of Scores Obtained through Normal and Visual Administrations of the Occupational Interest Inventory.
By- Stoker, H. W. And Others
Grant OEG-7-08-075
EDRS Price MF-$0.25 HC-$0.70 12P.

Descriptors- *Classroom Techniques, *Instructional Innovation, *Occupational Choice, *Testing, California Test Bureau, Evaluation Criteria, Research Methodology, The Occupational Inventory Advanced Form.

The relationships between criterion measures and sets of rankings of occupational groups were studied. The major purpose of the study was to determine a feasible method of administering tests and inventories by television. Because of expense and technical difficulties, data were collected in a simulated situation. The subjects were 91 eleventh-grade students in a Florida high school. The students were administered the Occupational Interest Inventory (OII), Advanced Form, under normal administration conditions and under two experimental conditions which involved administering the OII by projecting each of its items on a 3' by 5' screen one at a time. The item exposure time on one experimental administration was equal to the time alloted for the OII when administered under normal conditions, divided by the total number of items. The item exposure time on the other experimental administration was two-thirds that of the former, and it was regarded as the paced administration. In addition, subjects were asked to complete a criterion scale which involved their ranking, according to preference, the occupations for which scores are obtained on the OII. The data revealed that the criterion measure was relatively valid. An analysis of the data supported the belief that vocational interest inventories such as the OII yield similar sets of rankings when items are administered by projecting them on a screen and when they are presented in booklet form. (Author)

252. ED 015 839 RE 001 041
Field Test of an Academically Oriented Preschool Curriculum.
By- Reidford, Philip Berzonsky, Michael
Pub Date 18 Feb 67
EDRS Price MF-$0.25 HC-$0.55 9P.

Descriptors- *Culturally Disadvantaged, *Curriculum Research, *Early Experience, *Early Reading, *Preschool Education, Disadvantaged Youth, Ontario Institute for Studies in Education, Pennsylvania Department of Public Instruction, Prereading Experience, Preschool Curriculum, Preschool Learning, Preschool Programs, University of Toronto.

To support the premise that early education reduces environmental deprivation and to substantiate proposals advanced by Bereiter and Englemann in "Teaching Disadvantaged Children in Preschool," an experiment was conducted in a Headstart setting. Two classes, each of 24 children ranging in age from 3-8 to 5-7, attended preschool classes for two and one-half hours daily at the McKinley School in York, Pennsylvania. Instructional content, teaching strategies, and preschool management procedures followed the program which Bereiter and Englemann outlined in their book. The children were also instructed in language, reading, and arithmetic for an hour each day for 6 months. The Stanford-Binet Intelligence Test was given during a 2-week post-test period. A year later two subtests of the Illinois Test of Psycholinguistic Abilities, Auditory Vocal Automatic and Auditory Vocal Association, were given to 38 of the 48 children who then had 8 months of preschool experience, 2 months of summer experience, and 1 month of kindergarten experience. Results indicated that long-term exposure to the Bereiter-Englemann preschool curriculum increased intelligence quotient levels and stimulated development in reasoning ability, language facility, and understanding. This paper was presented at the American Educational Research Association Conference (New York, February 18, 1967). (NS)

253. ED 015 840 RE 001 042
Children Without--Without Motivation.
By- Pool, Lydia B.
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.85 15P.

Descriptors- *Disadvantaged Youth, *Elementary School Students, *Motivational Techniques, *Remedial Reading Programs, Board of Education, Georgia, Inservice Education, Low Motivation, Reading Centers, Reading Diagnosis, Reading Difficulty, Remedial Reading Clinics, Tennille, Washington County.

The Washington County School System in Tennille, Georgia, set up a pilot reading center in conjunction with the program at Tennille Elementary School to provide treatment for its disabled readers and to improve its developmental reading program through inservice education. Thirty-four children without motivation were taught by demonstration teachers who worked with groups of from one to six children for 30 to 60 minutes on 2 to 5 days a week. The teaching methods used were diagnostic, individualized, highly motivative, and creative. To create in the child the desire to read, motivational techniques varied with each child. However, the most important single motivational factor was an understanding teacher who accepted each child for what he was, who respected his individuality, had confidence in his capabilities, and assured him of some kind of success. The center also conducted research and examined instructional materials. Through an operational grant, the pilot project was improved and extended to include 12 school systems in the area. Work on reading disabilities in early childhood education also was undertaken. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (NS)

254. ED 015 841 RE 001 046
A Third Progress Report of the CRAFT Project--Teaching Reading to Disadvantaged Primary Grade Urban Negro Children.
By- Harris, Albert J. And Others
City Univ. of New York, Div. of Teacher Education
Report Number BR-5-0570-IR
Report Number CUNY-ORE-RR-67-12 Pub Date Nov 67
EDRS Price MF-$0.25 HC-$0.50 8P.

Descriptors- *Disadvantaged Youth, *Methods Research, *Reading Instruction, *Reading Skills, Audiovisual Aids, Basic Reading, Language Experience Approach, Phonics, Reading Achievement, Reading Improvement.

The 3-year CRAFT Project, Comparing Reading Approaches in First-Grade Teaching, studied the Skills-Centered Approach and the Language-Experience Approach. About 1,372 disadvantaged children in New York City participated. The results of the first-grade study and the preliminary results of the second-grade study were reported last year. The results of the continuation of the second-grade study and the first-grade replication results are presented in this third progress report. Second-grade results showed that the Skills-Centered Approach was superior to the Language-Experience Approach on the reading tests and in spelling. The audiovisual variation of the Language-Experience Approach was lowest on word discrimination and reading subtests. Greater differences among classes within each method indicated that the teacher was more important than the instructional technique. An intercorrelation matrix computation revealed some factors which correlated negatively with reading achievement. The first-grade replication study used the four original methods and a Pilot method which combined the phonovisual techniques with the audiovisual variation of the Language-Experience Approach. The Skills-Centered Approach produced superior results in spelling, and the Pilot method produced superior results in vocabulary and word study skills. The final conclusions of the whole project will be reported in spring 1968. (NS)

255. ED 015 842 RE 001 047
The Development of a Beginning Reading Skills Program Using the Edison Responsive Environments Instrument. Fourth Progress Report.
By- Gotkin, Lassar G. McSweeney, Joseph
New York Univ., N.Y., Sch. of Education
Report Number BR-5-0749-PR-4 Pub Date Sep 67
Contract OEC-5-85-013
EDRS Price MF-$0.50 HC-$3.35 65P.

Descriptors- *Beginning Reading, *Motivation, *Reading Programs, *Reading Research, *Skill Development, Attention Span, Audiovisual Instruction, Individual Instruction, Language Skills, Motivation Techniques, New York University, Sequential Learning.

A fourth progress report on the development of a beginning reading skills program using the Edison Responsive Environments Instrument is presented. The acquisition of a sequence of complex beginning reading skills is examined. Motivational strategies are discussed. The following hypotheses were tested in field studies:

(1) the effects of two types of feedback on the acquisition of sound symbol correspondence, and (2) the effect of motivation contexts on attention in younger learners. Tables and figures are included. (BK)

256. ED 015 843 RE 001 048
The Student-Machine Interface in Instruction.
By- Glaser, Robert Ramage, William W.
Pittsburgh Univ., Pa., Learning Res. and Dev. Ctr.
Report Number Reprint-23 Pub Date Mar 67
Contract OEC-3-16-043
EDRS Price MF-$0.25 HC-$0.60 10P.

Descriptors- *Computer Assisted Instruction, *Feedback, *Learning, *Teaching Machines, Aural Learning, Automation, Constructed Response, Perceptual Motor Learning, Visual Learning.

Instructional and equipment considerations in the design of the student machine interface, the point of contact of a learner with an educational system display, are discussed. Instructional aspects are considered with respect to the requirements for the individualization of the learning environment, the sequencing of instructional steps, and nonexpository instruction which allows the learner to directly manipulate elements of a subject matter. The display requirements of interfaces are influenced not only by human engineering considerations, but also by aspects of sensory inputs that facilitate or inhibit learning. Response requirements must consider response detectability, degree of simulation, and learner response capability. Response feedback imposes demands for immediately responsive displays with short latencies between learner response and feedback. Equipment considerations explore the development of new devices and the adaptation of existing techniques in order to provide better interfaces between the student and his subject matter. Devices and techniques for meeting the behavioral requirements of the instructional interface are discussed, and methods for eliminating auxiliary interfering tasks associated with the operation of the devices are indicated. Figures are included. This article is a reprint from the 1967 "IEEE International Convention Record, Part 10," New York, Institute of Electrical and Electronics Engineers, 1967. (Author)

257. ED 015 844 RE 001 049
Objectives and Evaluation--An Individualized System.
By- Glaser, Robert
Pittsburgh Univ., Pa., Learning Res. and Dev. Ctr.
Report Number Reprint-24 Pub Date Jun 67
Contract OEC-3-16-043
EDRS Price MF-$0.25 HC-$0.35 5P.

Descriptors- *Educational Objectives, *Evaluation Needs, *Individualized Curriculum, *Science Course Improvement Project, Academic Achievement, Academic Standards, Curriculum Development, Measurement Goals, Student Evaluation.

The most important factor in improving educational attainment is the analysis and specification of educational objectives and learning outcomes. The definition of instructional objectives for the curriculum designer, teacher, and student serves as a guide for attaining goals. When information about student performance is the basis for curriculum design, student performance must be diagnosed beyond the measurement of student standing within a group. Work needs to be done in developing criterion-referenced tests in order to assess the outcomes of learning. This article is a reprint from "Science Education News," June 1967. (MC)

258. ED 015 845 RE 001 050
A Free-Association Word List for the Willamette Valley.
By- Jacobs, H. Donald
Oregon Univ., Eugene
Pub Date Sep 67
EDRS Price MF-$0.25 HC-$1.10 20P.

Descriptors- *Language Research, *Vocabulary, *Word Lists, Basic Vocabulary, Eugene, Oregon, Oregon School Study Council, School of Education, University of Oregon, Vocabulary Development, Word Frequency.

The 1926 Buckingham-Dolch Word Study was replicated to determine the present-day validity of the 1926 Buckingham-Dolch List. Approximately 8,000 children in grades 2 through 6 from six school districts in Willamette Valley, Oregon, were asked to list all the words they could think of within a 15-minute period. Responses were key punched onto data cards and recorded on magnetic tape. Computers measured pupil performance, alphabetized the words, counted frequencies, edited the words, sorted them into identical frequencies, and assigned grade placements. The 1926 and 1966 lists were then merged, and the grade level distributions were tabulated. It was concluded that the 1926 Free-Association List was no longer representative of students' vocabularies in terms of list content, grade placement, and student performance. More students knew the same word in 1966 than in 1926, although 1966 students knew fewer words than the 1926 students. Only the 1966 list is presented here. The merged lists of 1926 and 1966 will be published later. This is also available as Oregon School Study Council Bulletin, Vol. 11, No. 3, September 1967 for $1.50. (NS)

259. ED 015 846 RE 001 051
Comparison of Three Methods of Reading Instruction (ITA, DMS, TO), Results at the End of Third Grade. Final Report.
By- Fry, Edward
Rutgers, The State Univ., New Brunswick, N.J.
Report Number CRP-3050-1
Report Number BR-5-0543-1 Pub Date Sep 67
Contract OEC-6-10-022
EDRS Price MF-$0.50 HC-$4.50 88P.

Descriptors- *Grade 3, *Longitudinal Studies, *Methods Research, *Reading Achievement, *Reading Research, Diacritical Marking, Initial Teaching Alphabet, Oral Reading, Orthographic Symbols, Rutgers University, Silent Reading, Teaching Methods, Writing.

Three methods of teaching reading, the Initial Teaching Alphabet (ita), the Diacritical Marking System (DMS), and the traditional orthography (to) method were compared in 21 first grades for the third year. A followup study was made of the new DMS group for a second year. Two hundred ninety-nine students of an original sample of 393 students were compared. In December, the Gates-McGinitie Reading Test was administered, and in May the Stanford Achievement Test was given. A subsample of students took the Gilmore Oral Reading Test. Mean scores, standard deviations, analysis of variance, and correlation were used to analyze the data. There were no significant differences among the groups on any test score except the vocabulary subtest of the Gates-McGinitie Test. On this subtest, the difference between ita and DMS was significant at the .05 level. Bright students did significantly better regardless of method. Girls did significantly better than boys regardless of method. It was concluded that special alphabets like the ita and DMS did not give superior reading achievement to beginning readers when compared to traditional basal readers. Tables and references are included. (BK)

260. ED 015 847 RE 001 052
Computer-Based Instruction in Initial Reading--A Progress Report on the Stanford Project.
By- Wilson, H. A. Atkinson, R. C.
Stanford Univ., Calif., Inst. Math. Studies Soc. Sci.
Report Number PSYCHOL-SER-TR-119 Pub Date 25 Aug 67
Contract OEC-4-6-061493-2089
EDRS Price MF-$0.50 HC-$5.60 110P.

Descriptors- *Beginning Reading, *Computer Assisted Instruction, *Grade 1, *Reading Research, Branching, Computer Based Laboratories, Curriculum Development, Motivation, Reading Comprehension, Reading Skills, Stanford University.

The Stanford Reading Project is discussed in terms of its operation, its function in the elementary school setting, the rationale and major components of the curriculum, and computer-assisted instruction (CAI). The progress of the Stanford CAI Reading Program is reported with particular reference to the school year 1966-67 when the initial classes of first-grade students received a major portion of their daily reading instruction on a CAI tutorial system. Laboratory organization, operation, and classroom cooperation are described. The curriculum is divided into four major areas: decoding skills, comprehension, games and other motivational devices, and review. A report on student progress at a fairly gross level is generated each week. Revisions for the coming year involve modifying the branching structure, display formats, and the audio search procedures. References and figures are included. (BK)

261. ED 015 848 RE 001 054
Experimental Phonetic Reading Program for Exceptional Pupils.
By- Warner, Dolores
California Univ., Los Angeles
Pub Date Jun 67
EDRS Price MF-$0.50 HC-$4.40 86P.

Descriptors- *Exceptional Students, *Phonics, *Programed Instruction, *Reading Research, Emotionally Disturbed, Mentally Handicapped, Neurologically Handicapped, Reading Achievement.

A programed sequence of instruction in phonics for exceptional students was designed, and the progress of pupils taught with this program was evaluated. Pupils were divided into three groups--the emotionally disturbed, the neurologically impaired, and the mentally retarded. The scores of 17 students from the Los Angeles area were included in the analysis of the data. The ages of the pupils ranged from 6 to 14 years. The program was conducted for 9 months, and the students were instructed 3 times per week. The dependent variables were the number of correct responses and the rating of a behavior rating scale. Pretests and post-tests were administered. Analysis of variance, t tests, and chi square were used to analyze the data. The emotionally disturbed and the mentally retarded pupils made significant progress between the initial and the terminal performances in the experimental program. Pupils whose ages were below the median of 8 years made more significant progress in the program than did pupils whose ages exceeded the median. Additional results, conclusions, recommendations, and a bibliography are included. (BK)

262. ED 015 849 RE 001 060
Implementation of an Eight Point Program at the College-Adult Level.

By- Carter, Homer L. J. McGinnis, Dorothy J.
Pub Date Dec 67

EDRS Price MF-$0.25 HC-$0.95 17P.

Descriptors- *Adult Reading Programs, *Content Reading, *Reading Instruction, Functional Reading, Independent Reading, Reading Habits, Reading Improvement, Reading Skills, Study Skills, Western Michigan University.

The following principles for conducting college-adult reading programs were implemented in the Western Michigan University reading program: (1) the teacher must stimulate, inform, and guide, (2) every student should know his own reading ability and select for himself the reading skills he needs, (3) the student should understand that he can improve his reading ability, but that this is his responsibility, (4) he should set up his own reading objectives and attain them at his own rate and according to his own plan, (5) he should be taught to read the required texts effectively, (6) he should evaluate his own achievement at the beginning and end of the term, and (7) the instruction should be simple, direct, and specific. College students and adults in the community participated in the noncredit course which consisted of 15 minutes of controlled reading study, 25 minutes of demonstration and lecture, and 10 minutes of class discussion. Meeting twice a week during the semester, the students learned to apply reading techniques directly in their academic work and were taught how to make better use of their own reading materials. This paper was presented at the National Reading Conference (Tampa, November 30-December 2, 1967). (NS)

263. ED 015 850 RE 001 062
Rapid Reading--Problems, Parameters, and Prospects.
By- Hultgren, Dayton D.
Pub Date Dec 67

EDRS Price MF-$0.25 HC-$0.55 9P.

Descriptors- *Rapid Reading, *Reading Comprehension, *Visual Measures, Eye Movements, Functional Reading, Reading Processes, University of Minnesota.

An exploration of comprehension and rapid reading is presented. The quality of reading is discussed from the standpoint of efficiency and effectiveness. Research findings which indicate the low comprehension resulting from "dynamic" reading, that is, reading down the center of the page with no left-to-right eye movements, are cited. Visual acuity, useable span of recognition, and length of fixation are considered as comprehension controls when reading more than 800 words per minute. It is concluded that according to visual survey behavior, rates ordinarily associated with rapid reading can be considered only a masterful form of skimming. This paper was presented at the National Reading Conference (Tampa, November 30-December 2, 1967). (MC)

264. ED 015 851 RE 001 063
Attitude of High School Content Area Teachers toward the Teaching of Reading.
By- Olson, Arthur V.
Pub Date Dec 67
EDRS Price MF-$0.25 HC-$0.55 9P.

Descriptors- *Content Reading, *Secondary School Teachers, *Teacher Attitudes, College of Education, Reading Instruction, Reading Skills, University of Georgia.

To determine the attitudes of content area teachers toward reading instruction, the responses to a checklist of 20 practices related to reading in the content areas were collected from 585 junior and senior high teachers representing seven content areas. The responses to five items on the checklist indicated, generally, (1) that teachers felt textbook materials were suited to the reading level of students, (2) that teachers grouped for differentiated instruction, (3) that they knew the reading level of textbooks used, (4) that they knew the reading skills needed in their areas, and (5) that they did not provide other reading materials for nonreaders. When the responses of female teachers, male teachers, and principals were compared, variations and inconsistencies were noted. Female teachers felt that they almost always suited textbook materials to the level of students and that they taught the needed reading skills almost always adequately. Male teachers were less positive that materials were suited to the level of students and felt that they taught the needed reading skills adequately sometimes. The principals, however, felt that the teachers did not adapt materials to the level of students and that they did not teach needed reading skills as adequately as they claimed. A copy of the checklist is included. This paper was presented at the National Reading Conference (Tampa, November 30-December 2, 1967). (NS)

265. ED 015 852 RE 001 064
Why Bother to Teach Critical Reading Skills to College Reading Classes.
By- Lee, Wayne D.
Pub Date Dec 67
EDRS Price MF-$0.25 HC-$0.55 9P.

Descriptors- *College Students, *Critical Reading, *Reading Research, *Research Needs, Reading Comprehension, Reading Skills, Research Reviews (Publications), Western Washington State College.

A review of research on critical reading indicates that efforts are being made to teach critical reading at both the secondary and elementary levels, particularly at the secondary level. National Reading Conference yearbooks and reviews of reported research, however, failed to show a single controlled study on critical reading at the college level. Not one of the 61 doctoral dissertations on college reading done between 1918 and 1960 was on critical reading. On the other hand, two recent volumes of "Reading Research Quarterly" cited five studies reported in journals other than reading journals which were conducted by nonreading specialists. All these findings support the following assumptions: (1) that elementary and secondary reading teachers believe that critical reading can be taught, (2) that National Reading Conference members fail to put proper emphasis on the teaching of critical reading, and (3) that college reading teachers do not teach critical reading in their courses. Since there is more than enough writing done on ways of organizing and teaching critical reading, there is need for more experimentation, preferably by reading specialists. This paper was presented at the National Reading Conference (Tampa, November 30-December 2, 1967). (NS)

266. ED 015 853 RE 001 065
The Reading Improvement Programs of Florida Institutions of Higher Learning--1966-67.
By- Lowe, A. J.
Pub Date Dec 67
EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *Higher Education, *Reading Improvement, *Reading Programs, *State Surveys, Improvement Programs, Remedial Reading Programs, University of South Florida.

Questionnaires mailed to 53 institutions of higher learning in the state of Florida to determine the extent and content of reading improvement programs (RIP) offered in the fall of 1966 indicated that as of September, 1966, 79 percent, or 37 schools, of the 53 institutions had such a program, while 21 percent, or 10 schools, did not. Survey results also showed that of the 10 No-RIP schools, seven wanted to have such a program. Approximately 50 percent of the 37 RIP schools started their programs in 1962 or later, and the other half started between 1950 and 1961. The English and Guidance departments controlled more of the programs than did the Reading and Education departments. Almost one-half of the RIP schools gave academic credits and charged reasonable fees. The typical program met 2 or 3 times a week during the term. About 59 full-time and 41 part-time instructors were involved in 36 programs. Approximately 8,357 students were enrolled in 35 programs. Mechanical aids, pacers, controlled readers, films, tachistoscopes, workbooks, and boxed materials were used in most programs by groups or by individuals. This paper was presented at the National Reading Conference (Tampa, November 30-December 2, 1967). (NS)

267. ED 015 854 RE 001 067
The Developing Climate for Reading Research--Programs Vs. Projects.
By- Penney, Monte Adams, Richard B.
Pub Date Dec 67
EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *Reading Research, *Research Needs, *Research Problems, *Research Projects, Bureau of Research, California, Research Design, Research Methodology, Research Tools, San Francisco, San Francisco Neurological Institute, U.S. Office of Education.

Programmatic research is discussed as one of the basic needs of reading research. Other needs are: (1) for basic research that focuses on the reading process, (2) for leadership that values scientific objectivity and intellectual honesty, and (3) to inform and convince the public of the possible contributions of reading research. Programmatic research has a flexible format, is multidisciplinary, and allows creativity, simultaneous replication of crucial experiments, and the use of new research management tools. An increase in the use of programmatic research in the future is suggested by: (1) the findings of the coordinated first grade reading study which suggest the need for broader studies of beginning reading, (2) Chall's "Learning to Read--The Great Debate" which argues for research that will produce sound theories on reading, and (3) Project Literacy at Cornell University which follows the programmatic format in designing beginning reading texts. There is growing interest in dyslexia and other related reading disabilities which require a multidisciplinary approach. This paper was presented at the National Reading Conference (Tampa, November 30-December 2, 1967). (NS)

268. ED 015 855 RE 001 068
Attitudes of Adult Illiterates toward Reading Materials and Educational Programs.
By- Brown, Don Newman, Annabel
Pub Date Dec 67
EDRS Price MF-$0.25 HC-$1.20 22P.

Descriptors- *Adult Basic Education, *Illiterate Adults, *Reading Failure, *Reading Instruction, Adult Education Programs, Educational

Attitudes, Literacy Education, Reading Difficulty, Reading Improvement, Remedial Reading Programs, State University of New York.

Adult illiterates of western New York were studied to determine their attitudes toward reading materials and educational programs. The Experience Inventory was used to investigate each subject's identification and background, the extent of his functional and general knowledge, and his reading-associated interests. Eighteen high achievers and 22 low achievers were identified from among 207 adults attending adult basic education classes in Buffalo and Niagara Falls, New York. Results revealed that high achievers were less frequently on welfare, more frequently women, and came from less deprived backgrounds. In indicating reasons for lack of achievement, achievers mentioned personal or parental disinterest, illness, foreign birth, and poverty. Nonachievers pointed to inability to profit from instruction and lack of schools. Neither group mentioned poor teaching. There was a very slight difference between the two groups' attitude toward television and radio programs. The reading-associated interests most frequently chosen in terms of titles presented were family, self-improvement, jobs, and health. High achievers preferred science and mathematics. It was also found that adult core city illiterates often possessed a high degree of positive attitudes which helped them profit from adult education instruction. This paper was presented at the National Reading Conference (Tampa, November 30-December 2, 1967). (NS)

269. ED 015 856 RE 001 070
Can Fifth Grade Pupils Benefit from an Adult Rapid Reading Method.
By- Schale, Florence
Pub Date Dec 67
EDRS Price MF-$0.25 HC-$0.30 4P.

Descriptors- *Adult Reading Programs, *Grade 5, *Reading Comprehension, *Reading Skills, *Reading Speed, Northwestern University, Reading Improvement.

Fifteen fifth graders from schools in McHenry, Illinois, took part in a study to determine whether fifth-grade children with average reading ability would increase their reading rates without loss of comprehension while using an adult rapid-reading method. Sixteen O. Henry-type stories ranging from third- to sixth-grade levels of difficulty were used with the "Reinforced Reading Method." The stories were read in class on the shadowscope and on pacers, and then were taken home for further practice. The 50-minute session met once a week for 5 weeks. Pretest and post-test results and responses to the 10 questions which followed each of the stories were evaluated on literal and critical comprehension levels. This evaluation revealed that the subjects doubled their reading rates without loss of comprehension while using the "Reinforced Reading Method." This pilot study suggests the need for giving more attention to reading rate in the intermediate grades and that theories traditionally used in college and adult-level reading instruction should be explored to determine their value to elementary reading instruction. This paper was presented at the National Reading Conference (Tampa, November 30-December 2, 1967). (NS)

270. ED 015 857 RE 001 071
Psychological Embarrassments of Reading.
By- Kingston, Albert J.
Pub Date 30 Nov 67
EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *Evaluation, *Psychology, *Reading, Cognitive Development, Reading Habits, Reinforcement, Skill Development, Word Recognition.

A critical examination of the current thinking in the psychology of reading is presented. It is contended that reading specialists have borrowed from psychology without regard for a total theory of reading. Definitions of such concepts as reading habits need to be made explicit. It is recommended that more attention be directed toward integrating schedules of reinforcement with the ability of the learner. The future of reading research is considered to lie in the intensive study of limited segments of reading behavior. The goal of this research will be to discover one or two principles at a time. This paper was presented at the National Reading Conference (Tampa, November 30-December 2, 1967). (BK)

271. ED 015 863 RE 001 078
Vision and Reading Ability.
By- Mangrum, Charles T.
Indiana Univ., Bloomington, Sch. of Education
Pub Date Oct 67
EDRS Price MF-$0.25 HC-$1.80 34P.

Descriptors- *Perceptual Motor Learning, *Reading Ability, *Visually Handicapped, Ametropia, Aniseikonia, Cerebral Dominance, Heterophoria, Heterotropia, Hyperopia, Indiana University, Myopia, Reading Difficulty, Stereopsis, Vision Tests, Visual Acuity.

Significant research on the physiological and functional aspects of vision and reading disability is surveyed. Conclusions based on the literature in the field are discussed. A bibliography of 70 references and a glossary of terms are appended. A table summarizing refractive errors and eye defects contributing to reading disability is included. (MC)

272. ED 015 864 RE 001 079
Factors Affecting Learning to Read. Final Report.
By- Hayes, Robert B. Wuest, Richard C.
Pennsylvania State Dept. of Public Instruction
Report Number BR-6-1752
New Castle Area Schools, Pa.
Pub Date Oct 67
Grant OEG-1-7-06172-0299
EDRS Price MF-$0.75 HC-$8.35 165P.

Descriptors- *Grade 2, *Grade 3, *Longitudinal Studies, *Reading Research, *Teaching Methods, Basic Reading, Initial Teaching Alphabet, Oral Reading, Phonics, Reading Achievement, Silent Reading.

For the third year, the following four different methods of teaching reading were contrasted: (1) the Initial Teaching Alphabet, (2) a phonic, filmstrip, whole-class approach, (3) a whole-word, eclectic basal reader method, and (4) the preceding approach supplemented by a phonics program. Some 400 first-grade pupils were randomly assigned to treatments upon entrance into first grade and were followed as intact classes into second and third grades with the same methods, except that i/t/a pupils transitioned into the Merrill "Treasury of Literature" program in second grade. A small replicative study was done in the last 2 years of the project. Considerable inservice education was provided all teachers. Teaching was observed frequently by a full-time field director and other supervisory personnel to check on teacher competence and adherence to method. Teachers completed activity logs as an additional method safeguard. Significant differences resulted from analysis of variance and covariance which generally were in favor of programs (1) and (2). This suggested that a combination of (1) and (2) would be worthy of future use and additional study. Program (2) produced the best overall results, particularly for the high IQ third. However, the pupil retention rate with this program suggested that it might be a better program with ability grouping. (Authors)

273. ED 015 865 RE 001 081
Continuation of the Coordinating Center for First-Grade Reading Instruction Programs. Final Report.
By- Dykstra, Robert
Minnesota Univ., Minneapolis
Report Number BR-6-1651 Pub Date Sep 67
Contract OEC-3-7-001651-0472
EDRS Price MF-$1.00 HC-$11.70 232P.

Descriptors- *Grade 2, *Reading Achievement, *Reading Programs, *Reading Research, Basic Reading, Initial Teaching Alphabet, Language Experience Approach, Linguistics, Methods Research, Orthographic Symbols, Phonics, Reading Instruction, Reading Skills.

The results of the continuation of the Cooperative Research Program in First Grade Reading Instruction at the end of second grade are reported. The second-grade phase was concerned with (1) the extent to which readiness skills are related to reading achievement at the end of second grade, (2) how the various methods of instruction compare in effectiveness with the basal method, and (3) the influence on second-grade achievement of method and/or materials. The methods of instruction compared were i/t/a, Linguistic, Language Experience, Phonic/Linguistic, and Basal. Correlation was used to analyze the data. The prereading ability most highly related to second-grade word recognition was knowledge of letter names. The ability to discriminate between like and unlike beginning and ending consonants was highly related to second-grade achievement. Intelligence was a relatively good predictor of second-grade word recognition achievement. Additional results, conclusions, implications, appendixes, tables, and a bibliography are included. (BK)

274. ED 016 564 RE 000 210
Learning from Prose Material.
By- Frase, Lawrence T.
Pub Date Feb 67
EDRS Price MF-$0.25 HC-$0.50 8P.

Descriptors- *Questioning Techniques, *Reading Instruction, *Reading Research, *Retention, Factual Reading, Feedback, Recall, Retention Studies, University of Massachusetts.

This study replicated Rothkopf's 1965 study to investigate the effect of length of reading passage, position of questions, and knowledge of results on the retention of information. Twenty paragraphs of biographical material were selected, and two multiple-choice questions requiring recall of specific factual information were constructed for each paragraph, totalling 20 retention questions and 20 incidental questions. These were presented in conventional programed form following a paragraph-question-knowledge of results sequence which varied according to the experimental groups composed of 72 educational psychology students. Seven others served as the control group. Results supported Rothkopf's findings that questions have a general facilitative effect on retention and that retention is improved when knowledge of results is provided. The longer the passage, the better the retention of incidental materials. However, retention questions were more effective with passages of moderate length. Questions, retention or incidential, placed before the passage reduced the retention of information. The position of questions, however, did not make much difference if knowledge of results was provided. Questions were most useful after the passage, if knowledge of results was not provided. This paper was presented at the American Educational Research Association meeting (New York, February 1967). (NS)

275. ED 015 565 RE 000 232
Some Differences between Silent and Oral Reading Responses on a Standardized Reading Test.
By- Leibert, Robert E.
Pub Date May 67
EDRS Price MF-$0.25 HC-$0.80 14P.

Descriptors- *Informal Reading Inventory, *Reading Tests, Gates Advanced Primary Reading Test, Standardized Tests, Test Interpretation, Testing Programs.

A study designed to identify some of the differences between the responses on the Gates Advanced Primary Reading Test and the kinds of responses obtained from an informal reading inventory (IRI) is reported. Subjects were 65 third-grade pupils in West Babylon, New York. Pupils at the same instructional level scored higher in the recognition test (Gates) than in the recall test (IRI). The responses of the pupils illustrated that the results of a test such as the Gates cannot be analyzed fully unless the manner in which the responses were derived can be determined. On the IRI, where the majority of testing is oral, guessing is held to a minimum. An analysis of partial reading indicated that pupils can read inaccurately and still obtain the correct answer to items on a standardized test such as the Gates. Therefore, inaccurate reading alone does not account for correct or incorrect answers on that test. Significant differences between the tests indicate that the Gates grade-placement score reflects a more global measure of reading performance than does the instructional level of the IRI and that the Gates should not be expected to give a score equivalent to the instructional reading level of the informal test. Tables and references are given. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (RH)

276. ED 016 566 RE 001 014
The Effect of a Summer Television Reading Program on the Reading Achievement of Children. Final Report.
By- Humphrey, Jack W.
Evansville-Vanderburgh School Corp., Ind.
Report Number BR-5-1043-FR
Report Number CRP-2647-FR Pub Date Jan 67

Contract OEC-5-10-262
EDRS Price MF-$1.00 HC-$10.75 213P.

Descriptors- *Grade 1, *Reading Achievement, *Reading Research, *Televised Instruction, Summer Programs.

The final report of a study involving children during the summer after first grade is presented. The study was designed for these purposes: (1) to determine the reading loss or gain of first-grade children during the summer of 1965 and 1966, (2) to develop and present a summer reading program by television, and (3) to test the null hypothesis that there is no difference between the means of reading achievement tests taken by children who did and who did not participate in a summer televised instruction program. A steering committee was formed at the beginning of the project to approve the various phases of the project as well as to give suggestions and comments concerning plans for each phase. Activity booklets based on children's interests were written by teachers to complement the television program. Forty half-hour lessons were presented on television. Experimental and control groups were tested in May and September using the California Reading Test and the California Test of Mental Maturity. The data indicate that children who watched over one-half of the summer television programs had higher intelligence scores, better presummer and post summer reading scores in vocabulary, comprehension, and total reading, and made gains in reading ability in all reading areas during the summer. The average in reading scores for the other groups declined during the summer months. Implications and recommendations as well as figures and tables are provided. (BK)

277. ED 016 573 RE 001 093
Prototypic Guide to Reading Skill Development in the Elementary School.
By- Otto, Wayne And Others
Wisconsin Univ., Madison
Report Number BR-5-0216-WP-7
Report Number WRDCCL-WP-7 Pub Date Jul 67
Contract OEC-5-10-154
EDRS Price MF-$0.25 HC-$2.50 48P.

Descriptors- *Elementary Grades, *Reading Skills, *Skill Development, *Teaching Guides, Cognitive Processes, Creative Reading, Huegel School, Independent Reading, Interpretive Reading, Madison, Madison Public Schools, Reading Comprehension, Study Skills, Wisconsin, Word Recognition.

A prototypic guide to reading skill development in the elementary school focuses on the cognitive skills that influence achievement in reading. The guide provides explicit statements of the following skills--word recognition, comprehension, study skills, self-directed reading, interpretive reading, and creative reading--and a specific framework for teaching the reading skills. No attempt is made to describe a complete program for the developmental teaching of reading. The guide is to be tested in a variety of school settings and is considered "strictly transitory." The model exercises used to assess the skills are included. (BK)

278. ED 016 574 RE 001 094
The State of Reading.
By- Herber, Harold L.
Pub Date Nov 67
EDRS Price MF-$0.25 HC-$1.25 23P.

Descriptors- *Federal Programs, *Reading, *Teacher Improvement, Administrator Role, Equipment Utilization, Inservice Teacher Education, Preservice Education, Research, Teaching Methods.

National concern about the state of reading exists today because many citizens are unable to read adequately. The trend toward a reasoned response to the reading crisis is based on the following factors: (1) the teacher's skill is more important than the materials he uses, (2) no one method or set of materials adequately suits all students, and (3) research findings need to be translated into classroom practice. Evidence of these factors found in research studies and programs is examined. Suggestions are made to encourage school administrators to help teachers improve instruction. References are provided. This paper was presented at the National Council of Teachers of English Conference (Honolulu, November 23-25, 1967). (BK)

279. ED 016 575 RE 001 095
Effect of Time of Transition from Manuscript to Cursive Writing upon Subsequent Performance in Handwriting, Spelling, and Reading.
By- Otto, Wayne Rarick, G. Lawrence
Pub Date Feb 68
EDRS Price MF-$0.25 HC-$1.15 21P.

Descriptors- *Grade 4, *Grade 6, *Handwriting Skills, *Reading Achievement, *Reading Research, Handwriting, Sex Differences, Spelling, Wisconsin Scale.

The relationship of the handwriting, reading, and spelling performance of fourth- and sixth-grade children to the transition time from manuscript to cursive writing was studied. The four transition times were either the first or second semester in grade 2 or the first or second semester in grade 3. Handwriting legibility was measured by the Wisconsin Scale, a 7-point scale, and by a scale provided with the California achievement battery, a 7-point scale. Handwriting speed was measured. The California Achievement Tests were used to measure achievement in reading and spelling. Analyses of variance were run. There was no significant difference between transition time and total reading score. There was a significant interaction between transition time and grade on the vocabulary subtest. In spelling achievement, significant differences were found between transition groups, sex, and grade level. In terms of speed of writing, data indicated that postponement of transition until the last half of third grade was best. It appeared that when increased speed was associated with late transition, legibility was decreased. Significant differences concerning legibility were found according to transition time when legibility was measured by the Wisconsin Scale. The findings seem to support reconsideration of the effect of introducing cursive writing in first grade upon symbol perception in reading. A discussion and references are included. This paper was presented at the American Educational Research Association Conference (Chicago, February 6-11, 1968). (BK)

280. ED 016 576 RE 001 096
The Relationships among Reading Ability, Grade Level, Syntactical Mediation in Paired-Associate Learning.
By- Cooper, Carin
Pub Date Feb 68
EDRS Price MF-$0.25 HC-$1.70 32P.

Descriptors- *Paired Associate Learning, *Reading Ability, *Reading Research, Grade 2, Grade 4, Learning, Mediation Theory, Retarded Readers.

The relationship between reading ability and syntactical mediation in paired-associate (PA) learning was examined. Subjects were 64 fourth and second graders in Wisconsin who were grouped according to grade level, two reading levels, two types of instruction, and sex. The instructional types were mediation and nonmediation. The stimuli were 16 pictures paired to minimize association value. The number of trials to criterion and analysis of variance were used to analyze the data. Boys and girls did not differ on the PA task, nor did the good and poor readers. Mediation instruction facilitated PA learning. Fourth graders performed better than second graders. There was an interaction among reading ability, instruction, and grade level. Intelligence and reading achievement were more closely related in fourth grade than in second grade. References are included. This paper was presented at the American Educational Research Association Conference (Chicago, February 6-10, 1968). (BK)

281. ED 016 577 RE 001 099
Collecting a Data Base for an Educational Technology. 1, Evolving a Psycholinguistic Reading Program.
By- Coleman, E. B.
EDRS Price MF-$0.25 HC-$2.15 41P.

Descriptors- *Beginning Reading, *Material Development, *Psycholinguistics, *Reading Research, Basic Reading, Learning, Learning Theories, Phonics, Reading Skills, Sequential Learning, Southwest Regional Laboratory, Stimulus Behavior.

Soon it will be possible to reduce to a technology the construction of materials for the printed communication skill in first grade. This technology requires a data base, a huge matrix of S-R functions that plot the effect of a stimulus-dimension upon a reading response. A considerable portion of the data base can be provided by replicating previous experiments with relevant learner populations and relevant language populations. This data base would calibrate linguistic units as to learnability. An education engineer could order the low-order tasks of reading into a sequence that would facilitate the induction of more general concepts, such as those of phonics and spelling. To collect a data base of this magnitude, education and psychology must increase the efficiency of their research techniques. Education must produce cheaper and more efficient data collectors. A complementary strategy for producing materials would be to refine a prototype through a self-correcting cycle of test-refine-test-refine. A rapidly evolving prototype called the psycholinguistic reading program is described. Tables and figures are included. (Author)

282. ED 016 579 RE 001 101
A Study of the Effects of Auditory Training on Remedial Reading.
By- Feldmann, Shirley C. And Others
Pub Date 17 Feb 66
EDRS Price MF-$0.25 HC-$0.55 9P.

Descriptors- *Auditory Training, *Grade 3, *Reading Achievement, *Reading Research, *Retarded Readers, Auditory Discrimination, Auditory Tests, Negro Students, Puerto Ricans, Reading Instruction, Socially Disadvantaged.

Combinations of reading and auditory programs for retarded readers were varied to determine the effects on the short and long term reading skills. Forty-three third-grade Negro and Puerto Rican socially deprived students served as subjects. Their reading level was at least one grade level below their actual grade placement. There were three experimental and one control treatment groups. The experimental groups received auditory training only, reading instruction only, or a combination. Four tutors taught small groups 3 times per week for 5 months. Reading tests and auditory tests were administered. Testing was done prior to the treatment, immediately following the treatment, and again 6 and 12 months later. Analysis of covariance was used to analyze the data. There was no overall superiority for any treatment group on the initial post-test. At the end of 6 and 12 months, the reading scores for all groups increased. There was a tutor by treatment interaction and an ethnic group by treatment interaction. The evidence suggests that the various combinations of reading and auditory programs used in this study did not seem to greatly affect improvement in reading. This paper was presented at the American Educational Research Association Conference (Chicago, February 17, 1966). (BK)

283. ED 016 580 RE 001 102
Critical Aspects of Comprehension.
By- Huus, Helen
Pub Date Nov 67
EDRS Price MF-$0.25 HC-$1.05 19P.

Descriptors- *Critical Reading, *Reading Ability, *Reading Comprehension, *Reading Instruction, *Reading Skills, Content Reading, Interpretive Reading, Literary Discrimination, Oral Reading, Reading Development, Reading Improvement, Silent Reading.

The three levels necessary for skill in critical reading are (1) literal meaning, (2) interpretation, and (3) assimilation and psychological integration. To render judgments and evaluations of various readings, the critical reader must determine the worth, validity, and quality of the text. He tries to maintain objectivity, attempts to find the author's purposes and ulterior motives, analyzes the content according to its type, accuracy, internal consistency, style, and ethical values, and judges its quality in relation to his current needs. Each reader will determine his level of taste according to his ability, interests, and purposes. Critical reading prepares him to do this precisely. This paper was presented at the National Council of Teachers of English Conference (Honolulu, November 23-25, 1967). (Author/JM)

284. ED 016 583 RE 001 105
Effects of Dominance and Control on Reading Achievement.
By- Hillerich, Robert L. Boos, Robert W.
Glenview Public Schools, Ill.
Pub Date Jan 68
EDRS Price MF-$0.25 HC-$0.80 14P.

Descriptors- *Grade 8, *Lateral Dominance, *Longitudinal Studies, *Reading Achievement, *Reading Research, Eye Hand Coordination, Public Schools.

Two disparate studies were replicated with a public school population used by Hillerich in a 4-year study of the development of handedness and eyedness. Subjects were 273 seventh and eighth graders who remained from an original population of 400. Tests were administered to determine eye dominance, handedness, controlling eye, reading achievement, and group intelligence. The group was divided on the basis of test results into three dominance categories: unilateral, crossed, and mixed. Chi square and t tests were used to analyze the data. Subjects tested in grade 2 and again in grade 8 exhibited a shift from unilateral dominance toward ambidexterity and/or ambieyedness. There was no significant difference in reading achievement among the groups, nor was there a significant difference in eye-hand dominance patterns between male and female subjects. Tables, a discussion, and references are included. (BK)

285. ED 016 584 RE 001 106
Reading Improvement at the College Level.
By- Griese, Arnold A.
Pub Date Nov 67

EDRS Price MF-$0.25 HC-$0.95 17P.

Descriptors- *College Students, *Developmental Reading, *English Instruction, *Reading Instruction, Interpretive Reading, Research Reviews, Speed Reading, Teacher Education, Teacher Responsibility.

The question whether or not reading instruction should be included in the college curriculum was examined. Although 75 percent of the institutions of higher learning provide some type of reading instruction, the position of college reading instruction is uncertain. The reading course has no body of principles which can be taught and expanded upon. The required course work is under the auspices of many departments--psychology, English, education, educational psychology, personnel services, etc. The historical rationale for the failure of English teachers to assume responsibility for the college reading program is discussed. It is suggested that the English profession conduct an extensive study of the nature of the reading process and its historical development. This paper was presented at the National Council of Teachers of English Conference (Honolulu, November 23-25, 1967). (JM)

286. ED 016 585 RE 001 107
Reading and Writing Standard English.
By- Craig, Myrtle C.

Pub Date Nov 67

EDRS Price MF-$0.25 HC-$0.45 7P.

Descriptors- *Reading, *Social Dialects, *Speaking, *Writing, Educational Psychology, Language Arts, Language Development, Learning Processes, Listening, Oral English.

The problem of how to teach pupils in the elementary schools to read and write standard English is discussed. The value of oral language as a means of attaining reading and writing proficiency is suggested. Success in these areas can be attained if (1) the home language of the child is accepted, (2) the child is offered materials on his level of understanding as well as on his level of speech, (3) the child's writing is accepted on the basis of successful communication rather than on the basis of mechanics, (4) the child is immersed in oral speech, (5) the thought process in speech is explained to him as thought-action and writing as after-thought. This paper was presented at the National Council of Teachers of English Conference (Honolulu, November 23-25, 1967). (JM)

287. ED 016 586 RE 001 108

New Data on Readability.

By- Bormuth, John R.

Pub Date 5 May 67

EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *Cloze Procedure, *Readability, Grammar, Syntax.

Readability researchers have made advances in the past few years, increasing the accuracy of readability formulas by as much as 75 percent. This progress was possible largely because researchers in several disciplines developed research tools which aided in the study of readability. Psychologists developed the cloze procedure into an accurate and reliable method of measuring language difficulty. Linguists developed descriptions of various features of language, and these descriptive devices were added into new techniques for measuring the features of language that influence its comprehension difficulty. Finally, advances in the understanding of the mathematics used by readability researchers led to improved designs for readability formulas. The results of this progress is that, within a year or two, educators will have improved tools for determining whether instructional materials are suitable for use with their students. This paper was presented at a meeting cosponsored by the International Reading Association and the American Educational Research Association (Seattle, May 5, 1967). (Author/BL)

288. ED 016 587 RE 001 109
Reading Problems in Mathematics Texts.
By- Shaw, Judith A.
Pub Date Aug 67

EDRS Price MF-$0.25 HC-$1.05 19P.

Descriptors- *Elementary School Mathematics, *Readability, *Secondary School Mathematics, *Textbook Evaluation, *Vocabulary, Content Reading, Reading Level, Reading Skills, San Diego State College, School of Education.

California state-adopted mathematics textbooks for grades 1 through 8 were analyzed to determine the readability levels, the amount of expository and story-problem reading required, and the frequency of mathematics vocabulary used. Readability was determined through the Dale-Chall formula and the findings of an earlier study using Spache's formula. Chapters randomly chosen from the intermediate and junior high textbooks and all the primary textbooks were studied to investigate the amount of reading required. Word lists were constructed for each level and compared with Thorndike's Word List for vocabulary load. Results indicate that there was a wide range of readability levels within each textbook. Only the fourth, fifth, and sixth grade textbooks fell within the intended range. The intermediate and junior high textbooks required a considerable amount of expository and story-problem reading, but there was no orderly progression in the amount of reading required. There was a significant gap between the third and fourth grades. The vocabulary load was the lowest at the primary level and greatest at the junior high level, with a gradual increase at the intermediate level. Tabulated results accompany the findings, and an extensive bibliography is provided. (NS)

289. ED 016 588 RE 001 110
Language Experience Approach for Children with Non-Standard Dialects.
By- Kasdon, Lawrence M.
Pub Date Nov 67

EDRS Price MF-$0.25 HC-$0.55 9P.

Descriptors- *Beginning Reading, *Language Arts, *Language Experience Approach, *Nonstandard Dialects, Audiovisual Instruction, Dictating, Literature Appreciation, Socioeconomic Influences, Spelling.

The language experience approach to reading for children with dialectal problems is presented as a total approach to reading rather than as a method. The child is encouraged to express his thoughts about his environment. These thoughts and expressions are recorded and perhaps illustrated and then read by the child. As much as possible, the child's own words are recorded for him, and only grossest errors are changed to comply with grammatical structuring. Phoneme-grapheme correspondence across dialectal lines should be taught cautiously. Spelling across dialects should be uniform. Teachers should allow the child to read in his dialect and should remember that spelling may not determine pronunciation. It is recommended that (1) the language experience approach be used with children as early as possible, (2) speech, vocabulary, and concepts be developed continuously, (3) skills be taught systematically, (4) audiovisual instruction be used with the approach, (5) questions promote thinking and the use of language, and (6) the best teachers be employed. This paper was presented at the National Council of Teachers of English Conference (Honolulu, November 23-25, 1967). (JM)

290. ED 016 589 RE 001 111
The Relation between Parent-Child Interaction and Inadequacy in College Reading and Study.
By- Serwer, Blanche L.
Pub Date Dec 67
EDRS Price MF-$0.25 HC-$0.60 10P.

Descriptors- *College Students, *Group Therapy, *Parent Child Relationship, *Reading Skills, *Study Skills, Cambridge, Harvard University, Interaction, Massachusetts, Parent Attitudes, Parent Influence, Peer Groups, Reading Habits, Study Habits.

Selected excerpts from transcriptions of group therapy sessions among college students attending a voluntary, noncredit, free course on reading and study skills at the City College of New York are cited. Seven to ten students met one hour each week for 12 to 30 weeks to participate in group therapy. It was observed that at the outset the students accepted their inadequacies in reading and in the study skills required for success in college work. This feeling gradually shifted to hostility toward school authorities and school work. Later, it was evident that these feelings were outward manifestations of deeper problems, such as faulty parent-child relationships which persisted into early adulthood. It was observed that interaction in the group effected some changes in the students' feelings and gave new insights into the intra-familial origins of reading and study problems. While these observations indicated that college reading and study problems could be attributed to faulty parent-child interaction which persisted in early adulthood, further study is recommended. This paper was presented at the Eleventh Annual Congress of the Inter-American Society of Psychology (Mexico City, December 18-23, 1967). (NS)

291. ED 016 590 RE 001 112
Bootstraps Unlimited--Illustrating Special Assistance to Readers in the Elementary School.
By- Woolman, Lorraine
Pub Date Nov 67
EDRS Price MF-$0.25 HC-$0.85 15P.

Descriptors- *Elementary Grades, *Reading Instruction, *Reading Programs, Beaumont, Evaulation, Grading, Inservice Education, Reading Readiness, Remedial Programs, Texas.

A program providing special assistance to elementary school readers in Beaumont, Texas, is described. The organization and materials for instruction include extended readiness, basal instruction, remediation in grades 3, 4, 5, and 6, and clinical instruction. Inservice training, grading, evaluation and problem areas are discussed. A short bibliography of instructional materials is included. This paper was presented at the National Council of Teachers of English Conference (Honolulu, November 23-25, 1967). (BK)

292. ED 016 591 RE 001 113
Parent-Level Answers--Reading in the PTA Study Program.
By- Griffin, Aileen
Pub Date Nov 67
EDRS Price MF-$0.25 HC-$0.50 8P.

Descriptors- *Inservice Programs, *Parent School Relationships, *Parent Teacher Conferences, *Parent Teacher Cooperation, *Reading Instruction, Library Programs, Parent Counseling.

Parents often ask how their children are being taught to read and why reading is taught as it is. This paper reports how some PTA study sessions in Dallas, Texas, gave parent-level answers to questions on reading instruction while developing positive parent-teacher relationships. A series of PTA school-study evenings consisted of 45-munute sessions during which parents, posing as pupils, learned how teachers direct reading activities. These sessions were extended to other areas of the curriculum to make parents aware of the breadth of developmental learning and the range of children's books and other reading resources. Another PTA inservice session attempted to answer parents' questions about children's books through a book fair. Other ways of informing parents about reading instruction are self-learning experiences, evening classes for adult nonreaders, library projects, group sessions with parents of children with reading problems, observation of classes, and televised programs for those unable to attend the study sessions. Several books are cited which provide answers to parents' questions on reading instruction.

This paper was presented at the National Council of Teachers of English Conference (Honolulu, November 23-25, 1967). (NS)

293. ED 016 592 RE 001 118
A Comparison of the Responses of Two Groups of Seventh Grade Pupils to the Same Reading Selections.
By- Caskey, Helen
Pub Date May 67
EDRS Price MF-$0.25 HC-$1.35 25P.

Descriptors- *Disadvantaged Youth, *Grade 7, *Oral Reading, *Reading Ability, *Reading Skills, Cincinnati Public Schools, Critical Reading, Culturally Disadvantaged, Department of Instruction, University of Cincinnati.

The reactions of seventh-grade students from different socioeconomic backgrounds to the same readings were studied. The reading reaction analysis was given to 73 seventh-grade students from public schools in advantaged areas and to 59 seventh-grade students from public schools in disadvantaged areas of Cincinnati, Ohio. Responses to this test and the taped responses of a sample from each of the five classes to an interview question were scored on a 5-point scale. Results indicate that although the advantaged group generally did better than the disadvantaged group, the disadvantaged group seemed to be more versatile, original, and vivid in their oral interpretations of the materials read. Further analysis showed that items missed by a large number of advantaged students were missed by an equally large number of disadvantaged students. These findings imply that the reading of both types of learners did not differ much and that both groups need guidance in developing the ability to read beyond what is stated in a selection. It is implied that some learning assets could be present among disadvantaged learners. This article is published in "Journal of Instructional Research and Program Development--Local Reading and Math Research," Volume 2, Number 4, May 1967 of the Department of Instruction, Cincinnati Public Schools. (NS)

294. ED 016 593 RE 001 120
Identifying and Meeting the Individual Needs of Children in Reading, State-Wide Reading Workshop (Lincoln, Nebraska, March 31-April 1, 1967). Final Report.
By- Carefoot, Judith
Mid-Continent Reg. Educ. Lab. Inc., Kansas City, Mo.
Nebraska State Dept. of Education, Lincoln
Pub Date 67
EDRS Price MF-$0.50 HC-$3.70 72P.

Descriptors- *Individual Needs, *Reading Instruction, *Remedial Reading, *Teacher Workshops, *Teaching Techniques, Corrective Reading, Creative Reading, Critical Reading, Reading Difficulty.

During each of the four sessions reported, a reading expert spoke on one of the following topics: (1) remedial reading, (2) the Mid-Continental Regional Educational Laboratory Reading Program and meeting individual needs, (3) reading as reasoning, and (4) the controversy over instructional techniques. The participants discussed each topic extensively in small distillation groups and elected representatives to a panel discussion which ended each session. It was resolved that remedial reading should be a part of daily instruction, that reading difficulties could be prevented through a balanced, flexible, and continuous reading program, that reading should be taught as a reasoning process, and that teachers should look for the technique or combination of techniques by which each child learns best. This report also included the questions asked, the problems unresolved, the resolutions made, and the recommendations given during each of the four sessions. This document is the final report of the State-wide Reading Workshop (Lincoln, Nebraska, March 31-April 1, 1967). (NS)

295. ED 016 594 RE 001 121
Reading Program for Idaho Elementary Schools, Grades 1-6.
By- Marks, Ruth A.
Idaho State Dept. of Education, Boise
Pub Date Sep 65
EDRS Price MF-$0.50 HC-$3.35 65P.

Descriptors- *Developmental Reading, *Elementary Schools, *Reading Instruction, *State Curriculum Guides, *Teaching Guides, Evaluation Techniques, Reading Level, Reading Skills, Reading Tests, Teaching Methods.

This curriculum guide for reading instruction in Idaho elementary schools was evaluated by educators throughout the state of Idaho. The guide outlines the scope and sequence of work in developmental reading from grades one through six in these four stages: (1) reading readiness, (2) beginning reading, (3) establishing fluency in reading, and (4) improving comprehension and study skills. The discussion is supplemented by a chart indicating the grade levels at which children normally reach various levels of the reading program and a reading skills chart showing what skills are emphasized at each grade level. To help teachers measure and evaluate reading achievement, a reading readiness checklist, a list of standardized reading tests, and an informal reading inventory are presented with suggestions for improving comprehension and critical reading skills. The following new approaches to reading instruction are discussed briefly: (1) individualized reading, (2) i/t/a, (3) linguistics approach, (4) programed reading, (5) Montessori, (6) the language-experience approach, and (7) words in color. A bibliography of selected references and a list of teaching aids conclude the guide. (NS)

296. ED 016 595 RE 001 122
Guidelines for the Remedial Reading Program.
By- Marks, Ruth A.
Idaho State Dept. of Education, Boise
Pub Date May 65
EDRS Price MF-$0.25 HC-$1.20 22P.

Descriptors- *Guidelines, *Reading Centers, *Remedial Reading Programs, *State Curriculum Guides, Reading Clinics, Reading Diagnosis, Reading Difficulty, Referral.

This guide for setting up remedial reading programs in Idaho schools emphasizes the importance of preventing reading difficulties. The guide maintains that while a remedial reading program primarily diagnoses reading difficulties and provides the necessary remedial treatment, the program also supplements the regular classroom reading program. To help teachers identify pupils needing remedial reading instruction, criteria are suggested for judging prospective referrals. The duties of the administrative staff, the remedial reading teacher, the regular classroom teacher, and of the parents concerned are also considered, since the effectiveness of the program depends on their cooperative efforts. The minimum standards prescribed by the International Reading Association are recommended as guides for identifying the reading specialist. Samples of forms used for keeping accurate and up-to-date records of each referral's progress are enclosed. (NS)

297. ED 016 596 RE 001 124
The Relationship between Difficulty of Reading Material and Attitude toward Reading.
By- Schotanus, Helen D.
Wisconsin Univ., Madison
Report Number BR-5-0252-TR-29
Report Number WRDCCL-TR-29
Pub Date Jul 67
Contract OEC-5-10-154
EDRS Price MF-$0.25 HC-$1.05 19P.

Descriptors- *Grade 2, *Reading Material Selection, *Reading Research, *Student Attitudes, Independent Reading, Reading Level, Reading Materials.

The relationship between the difficulty of reading material chosen and attitude toward reading was examined. Subjects were 40 second graders. One-half of the subjects exhibited a favorable attitude toward reading, and one-half exhibited an unfavorable attitude. The Activity Preference Test was adapted for the study and administered. An interview, an informal reading inventory, and a second administration of the Preference Test provided additional data. Correlation and the Kolmogorov-Smirnov Test were used to analyze the data. Children in both the favorable and unfavorable attitude groups chose material below their instructional level for free reading material. As a group, the subjects with favorable attitudes were not better readers than those with unfavorable attitudes. Evidently, the difficulty of the materials did not appear to be a significant factor in determining their attitude. The subjects chose easier materials whether they reported considering difficulty of material or not. A bibliography and an appendix are included. (BK)

298. ED 016 597 RE 001 125
Effect of Social Pressure on Concept Identification.
By- Allen, Vernon L. Bragg, Barry W.
Wisconsin Univ., Madison
Report Number BR-5-0252-TR-31
Report Number WRDCCL-TR-31
Pub Date Sep 67
Contract OEC-5-10-154
EDRS Price MF-$0.25 HC-$0.80 14P.

Descriptors- *Concept Formation, *Feedback, *Social Influences, *Transfer of Training, Cognitive Processes, Learning Processes.

About 70 female university students participated in this investigation of the effect of social pressure on concept identification tasks and its transfer effect from one task to another. The subjects were randomly assigned to five experimental groups: (1) a control group without feedback, (2) a veridical group with correct feedback on the two tasks required, (3) a nonveridical group with incorrect feedback on both tasks, (4) a veridical-nonveridical group with correct feedback on one task and incorrect feedback on the other, and (5) a nonveridical-veridical group with a reverse feedback situation. Social pressure took the form of unanimous correct or incorrect feedback which the subjects believed was the responses of peers, but which actually was produced by the manipulations of a special apparatus. Results showed that the veridical group feedback facilitated concept acquisition, while the nonveridical group feedback produced a negative effect. Transfer effect between the two tasks resulted in a poorer performance on the second task. (NS)

299. ED 016 598 RE 001 126
Books to Read before College.
By- Doerschuk, Ernest E.
Pennsylvania State Library, Harrisburg
Pub Date Apr 65
EDRS Price MF-$0.25 HC-$1.10 20P.

Descriptors- *Booklists, *College Bound Students, *Independent Reading, *Recreational Reading, Library Materials, Literature, Pennsylvania State Library, Reading Materials, Supplementary Reading Materials.

This reading list published by the Pennsylvania State Library was drawn from book titles suggested by 28 college and university presidents in Pennsylvania for students contemplating going to college. The first of three sections lists 26 annotated titles most often cited as beneficial reading for students entering college. Titles highly recommended by subject specialists are listed alphabetically and grouped under 12 general subject headings in the second section. For students who have one of the participating colleges in mind, the third section lists recommended titles alphabetically under the recommending college. All books listed were in print in 1964. (NS)

300. ED 016 600 RE 001 128
Effect of Group Pressure on Memory.
By- Allen, Vernon L. Bragg, Barry W.
Wisconsin Univ., Madison
Report Number BR-5-0252-TR-30
Report Number WRDCCL-TR-30
Pub Date Sep 67
Contract OEC-5-10-154
EDRS Price MF-$0.25 HC-$0.85 15P.

Descriptors- *Feedback, *Paired Associate Learning, *Retention, *Social Influences, Cognitive Processes, Memorizing, Retention Studies, Verbal Learning.

Seventy-five female psychology students participated in a study which investigated the effect of group pressure on the retention of previously learned verbal material in a controlled laboratory setting. The subjects were randomly assigned to five situations, 15 to a group, and went through 4 steps in the experiment: (1) original learning, (2) testing with other subjects, (3) testing alone, and (4) relearning. After learning a paired-associates task, the subjects were exposed to one of 3 situations: (1) correct feedback, (2) incorrect feedback, and (3) no feedback. Two other situations served as controls for the correct-feedback and the incorrect-feedback situations. Feedback was given either by a group or by one person. Results showed that recall was accelerated by correct feedback and reduced by incorrect feedback, and that feedback from other persons significantly affected memory. The difference between the one-person and the group conditions failed to reach significance. However, internal analyses revealed differences between the two conditions which indicated that normative social influence as well as informational social influence affected complex cognitive processes. (Author/NS)

301. ED 016 601 RE 001 129
The Relationship of Measures of Attainment Value and Achievement Expectancy to the Reading Achievement of First-Grade Children from Low-Income Families.
By- Wood, Frank H.
Minnesota Univ., Minneapolis
Report Number BR-7-8111 Pub Date Sep 67
Contract OEC-3-7-078111-3137
EDRS Price MF-$0.50 HC-$4.20 82P.

Descriptors- *Culturally Disadvantaged, *Grade 1, *Reading Achievement, *Reading Research, *Student Motivation, Inner City, Sex Differences.

This investigation focused on the usefulness of a procedure for obtaining measures of the motivation of first-grade children from low-income families to achieve in reading which did not require written or oral verbal responses from the subjects. Measures of achievement motivation were correlated with teacher ratings of efforts to achieve in reading and actual reading achievement as measured by standardized tests administered at the end of first grade. The sample was 70 first graders from three classrooms in two inner city schools in Minneapolis, Minnesota. The reading achievement motivation scores showed moderate stability, but correlations with the measures of achievement efforts were low. Attainment value measures correlated most highly with concurrent measures of achievement and efforts, while achievement expectancy measures had strength as predictive measures. Stronger patterns of relationship were found for girls as contrasted with boys and for white subjects as contrasted with Negro and Indian subjects. Scattergrams indicated U-shaped distributions with high and low achievers reporting high motivation to achieve. It was noted that this group of inner city first graders reported generally high motivation to achieve. Appendixes, tables, and a bibliography are included. (Author/BK)

302. ED 016 602 RE 001 130
Adapting a Beginning Reading Program for Spanish-Speaking Children.
By- McNeil, John D.
Pub Date 10 Feb 68
EDRS Price MF-$0.25 HC-$0.45 7P.

Descriptors- *Beginning Reading, *Bilingual Students, *Kindergarten Children, *Programed Instruction, *Reading Programs, Feedback, Los Angeles, Non English Speaking, Programed Materials, Prompting, Spanish Speaking, University of California, Word Recognition.

A beginning reading program for Spanish-speaking children is reported. A study, sponsored by the Southwest Regional Laboratory for Educational Research and Development (SWRL), developed learning sequences for a beginning reading program for kindergarten classrooms with Spanish-speaking children throughout the southwest region. Each of 21 10-minute programed lessons developed was presented through a tape recorder and visual displays on cards to Spanish-speaking preschool children. Each child was required to make about 60 oral responses during each lesson. Instructions in English were gradually substituted for instructions in Spanish only after the child has mastered the task. The child was always asked to respond in English. Correct feedback was provided through prompting and confirmation. The test scores of Spanish-speaking children who received instruction through this programed adjunct, when compared with the test scores of English-speaking children who received regular classroom instruction, supported the thesis that it is possible to increase the probabilities of reading success for Spanish-speaking children after careful identification of learner tasks and selection of instructional practices that elicit the desired response to printed stimuli. This paper was presented at the American Educational Research Association Conference (Chicago, February 6-10, 1968). (NS)

303. ED 016 603 RE 001 132
USOE Sponsored Research on Reading. ERIC/CRIER Reading Review Series, Volume 1, Bibliography 5.
By- Laffey, James L.
Indiana Univ., Bloomington, Eric Ch. on Reading
Pub Date Mar 68
EDRS Price MF-$0.50 HC-$5.30 104P.

Descriptors- *Culturally Disadvantaged, *Instructional Innovation, *Language Development, *Reading Programs, *Reading Research, Ability Grouping, Comparative Analysis, Dropout Problems, Experimental Programs, Language Skills, Learning Processes, Linguistics, Literacy Education, Reading Materials.

A listing of 143 important research reports completed on reading and closely related topics covering preschool through college and adult years is presented. Relevant issues of "Research in Education," the "Office of Education Research Reports, 1956-65, Resumes" (OE-12029, $1.75), and "Office of Education Research Reports, 1956-65, Indexes" (OE-12028, $2.00) were reviewed, and documents presenting discussions of research on reading and allied topics were selected for inclusion. The bibliography provides a comprehensive review of all USOE projects on reading funded by the Bureau of Research since its inception in 1956. Each entry includes citation, data, index terms, and a descriptive abstract of the contents of the document. All documents abstracted are available from EDRS/NCR. Complete information on microfiche and hard copy prices is included with each document as is the ED number necessary for ordering each document. (Author)

304. ED 017 395 RE 000 323
The Transfer from Modality Perceptual to Modality Conceptual.
By- Bannatyne, Alex
Pub Date May 67
EDRS Price MF-$0.25 HC-$1.30 24P.

Descriptors- *Associative Learning, *Auditory Discrimination, *Symbolic Learning, Corrective Reading, Institute for Research on Exceptional Children, Language Skills, Learning Difficulties, Orthographic Symbols, University of Illinois, Visual Learning.

Language learning emphasizing the importance of auditory factors in reading was surveyed. The auditory-to-visual symbol system association is defined as the ability to associate sound labels with visual labels (and vice versa) on a Gestalt whole-word basis and on a phoneme-grapheme analytic-synthetic basis. The decoding (reading) and encoding (spelling and writing), or the turning of the Gestalt of letters into sounds and the Gestalt of sounds into letters, is discussed. The irregular orthography system in Egnlish requires each paired association for each word to be learned by rote memory in association with its meaning-in-context. In severe disability cases, the need to identify auditory phonemes, to articulate clearly, then to spell and write words and sentences as an aid in learning to read is emphasized. References and tables are provided. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (MC)

305. ED 017 396 RE 000 393
The Individualized Approach to Reading Instruction--Key Concepts.
By- Newman, Robert E.

Pub Date May 67

EDRS Price MF-$0.25 HC-$0.90 16P.

Descriptors- *Educational Innovation, *Individualized Reading, *Learning Processes, Continuous Learning, Independent Reading, Inservice Programs, Suburban, Syracuse University.

A detailed outline of key individualized reading principles and guidelines for their application to suburban and inner-city situations are presented. The approach is suggested for graded, team-taught, or self-contained classroom groupings in the total elementary reading curriculum. Two interdependent principles recommend that the child be helped to be on his own to develop at his own pace toward skillful and independent learning and thinking and that there be a two-way instructional relationship between teacher and pupil. Ten guidelines are offered for implementing these principles during the dependent phase, the early independent phase, and the independent phase during which the child learns to think reflectively. A detailed account of "The Riverview School Story" is related as an example of the application of the principles presented. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (MC)

306. ED 017 397 RE 000 396

Some Effects of Perception Training in Kindergarten on First Grade Success in Reading.

By- Faustman, Marion Neal

Pub Date May 67

EDRS Price MF-$0.25 HC-$1.10 20P.

Descriptors- *Grade 1, *Kindergarten, *Perceptual Development, *Reading Research, *Visual Perception, Beginning Reading, Reading Achievement, Word Recognition.

A study of kindergarten perception was made to determine if a formal program in perception in kindergarten would contribute to the growth of perception in children at the end of the kindergarten year and to success at the first-grade level. Fourteen kindergarten classes were chosen at random for a control group, and 14 classes were chosen at random for an experimental group. The children, from a large school district in northern California, were randomly assigned to all classes. Each subject was given the Winterhaven Perception Ability Forms Test in September and May of the kindergarten year to determine growth in perception and was tested with the Gates Word Recognition Test in November and May of the first grade to determine growth in reading ability. Teachers were chosen at random for the classes and were matched on years of experience and teaching competence. Each of the kindergarten control and experimental group teachers received inservice training on the use of kindergarten guides from both county and district. The experimental group of teachers received additional training in teaching perception skills. Data were analyzed by chi square and indicated significantly greater growth in the experimental group in both perception and word recognition achievement when compared to the control group. Some kindergarten techniques considered valuable and charts and figures are provided. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (BK)

307. ED 017 398 RE 000 397
Children's Perception of Difficulty in Reading Materials.
By- Fleming, James T.
Pub Date Feb 67
EDRS Price MF-$0.25 HC-$0.40 6P.

Descriptors- *Grade 5, *Reading Comprehension, *Reading Material Selection, *Reading Research, Readability, Reading Level.

The child's ability to perceive the difficulty of reading materials was assessed. A stratified random sample of 60 fifth graders in Massachusetts with a mean IQ of 115 served as subjects. Materials were 32 short, graded reading selections in 8 interest categories and a comprehension test. Selections were at various levels of readability. Spearman's coefficient of rank correlation and analysis of variance were used to analyze the data. There was little consistency in the subjects' choice of easiest and hardest material. Subjects with low comprehension scores received high mean scores on the easy-choice task. Evidence from the correlation analysis indicated that there was a positive relationship between level of comprehension and level of materials chosen. This paper was presented at the American Educational Research Association Conference (New York, February 1967). (BK)

308. ED 017 399 RE 000 972
Uncommonly Good Materials for Remedial Reading of Particular Interest to Adolescent and Adult Males.
Phi Delta Kappa, Claremont, Calif.
Pub Date 1 Oct 65
EDRS Price MF-$0.25 HC-$1.00 18P.

Descriptors- *Reading Material Selection, *Remedial Reading, *Silent Reading, *Supplementary Reading Materials, Instructional Materials, Textbook Selection.

An annotated list of materials particularly suited to teaching reading to adolescent and adult males is presented. The materials cited should stimulate and challenge readers whose achievement levels range from grades 1 to 6. A list of publishers who are printing materials of this type is included. (JM)

309. ED 017 400 RE 000 985
Guide for Remedial Reading in the Elementary School, Grades Two through Eight.
By- Blick, Elinor And Others
Evansville-Vanderburgh School Corp., Ind.
Pub Date 67
EDRS Price MF-$0.50 HC-$5.20 102P.

Descriptors- *Curriculum Guides, *Reading Material Selection, *Remedial Reading, Audiovisual Aids, Diagnostic Tests, Elementary Grades, Junior High Schools, Oral Reading, Reading Comprehension, Reading Diagnosis, Vocabulary Development, Word Recognition.

The remedial reading program of the Evansville-Vanderburgh School Corporation is concerned with individual students whose reading level indicates a discrepancy between performance and capacity for learning. The guide was designed for use in grades 2 through 8 and is divided into three areas: (I) diagnosis, including selected intelligence tests, selected reading tests, and use of reporting of results, (II) materials and facilities, including audiovisual aids, and (III) techniques for teaching vocabulary, increasing comprehension, improving oral reading abilities, and motivating recreational reading. An anecdotal record, a weekly plan sheet, and a year-end check sheet are suggested as aids. A bibliography of professional books as well as books for children in grades 1 through 6 are included. The appendix contains various data and informational sheets. (JM)

310. ED 017 401 RE 001 027
Studies of Oral Reading--XII. Effects of Instructions on the Eye-Voice Span.
By- Levin, Harry Cohn, Julie A.
Cornell Univ., Ithaca, N.Y.
Pub Date Jul 67
EDRS Price MF-$0.25 HC-$1.60 30P.

Descriptors- *Eye Movements, *Eye Voice Span, *Oral Reading, *Reading Comprehension, *Reading Processes, Motivation, Reading Ability.

One measure currently used to describe the reading processes is the eye-voice span or EVS. The EVS is defined as the distance or span of words that the eye is ahead of the voice in oral reading. The effects of different instructionally-induced sets upon the eye-voice spans of readers at various elementary and high school levels were investigated. The subjects were 60 pupils from the Ithaca, New York, public schools from grades 2, 4, 9, and 11. Each subject was required to read short selections typed on 5" x 7" cards which were inserted into a 24" x 18" x 12" box. This box was lighted when the experimenter desired the subject to read the printed material, and the light was turned off when the experimenter so desired. There seemed to be a notable flexibility of the EVS, reflecting changes in the central processes of apprehension and comprehension. Eye movements appeared to be dictated by conscious processes activated subsequent to the instruction-induced set for the purpose of reading. It was demonstrated that different instructions produced significant changes in the reading behavior of the subjects. The EVS varied with instructions in the same ways as eye movements. Three tables showing statistical data and a bibliography are included. (JM)

311. ED 017 402 RE 001 028
Studies of Oral Reading--XI. The Eye-Voice Span--Reading Efficiency and Syntactic Predictability.
By- Wanat, Stanley Levin, Harry
Cornell Univ., Ithaca, N.Y.
Report Number BR-5-1213 Pub Date Jun 67
Contract OEC-6-10-156
EDRS Price MF-$0.25 HC-$0.95 17P.

Descriptors- *Eye Movements, *Oral Reading, *Sentence Structure, Eye Voice Span, Response Mode, Syntax, Transformations.

The relationships between reader efficiency in processing sentences and differences in the deep structure of the stimulus sentences were studied. The efficiency of processing, as measured by the subjects' eye-voice span, varied with changes in the deep structure. Comparisons were made between reader processing of pairs of sentences in which the surface structure was the same, but in which the deep structure was different. The eye-voice span measure validly discriminated between sentences with the same surface structure but with differing deep structure. The results were interpreted to suggest very tentatively that the efficiency of reading processing is (1) a function of the "congruence" or "constraints" between the surface structure and the deep structure of sentences, and also (2) a function of the number of structural "categories" required in the deep structure. (Author/MC)

312. ED 017 403 RE 001 029
Understanding the Reading Process.
By- Levin, Harry

Pub Date 28 Oct 66

EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *Beginning Reading, *Instructional Materials, *Reading Development, *Reading Processes, Content Reading, Eye Movements, Reading Ability, Reading Achievement, Reading Materials, Reading Skills.

Project Literacy is a group of cooperating researchers who plan their research together and make their findings rapidly available for small-scale tryouts. In this way, advances both in basic educational research and educational practice can be promoted. The following assumptions have guided a group of researchers at Cornell: Reading involves sampling the written text and sampling implies the active processing of some information. Sampling depends on such characteristics as spacing, type alignment, on the difficulty of the material, on grammatical structure, on the intention of the reader, and reflects the skill of the reader. Studies of spacing between words, the effects of grammatical structure on reading, and eye-voice span in reading active and passive sentences are discussed. It was concluded that the child should be exposed to mixed strategies early in the beginning reading stage. Familiarity with various cues in complex combination, including phonic, grammatical, and meaning aspects of the materials, leads to mature reading behavior. This paper was presented at the 31st Educational Conference sponsored by the Educational Records Bureau, New York, October 28, 1966. (JM)

313. ED 017 404 RE 001 114
Summer Readers.
By- Downing, Virginia

Pub Date Aug 67

EDRS Price MF-$0.25 HC-$1.10 20P.

Descriptors- *Age Groups, *Childrens Books, *Library Collections, *Library Surveys, *Public Libraries, Indiana University, Library Materials, Library Research, Reading Habits, School of Education, Supplementary Reading Materials.

The library records of a midwestern public library were examined to determine which age groups visit the public library during the summer, which age group reads the greatest number of books, and how many of the volumes circulated are listed in the "Children's Catalog" as quality literature. Data compiled within a 6-day period revealed that: (1) more elementary school children than adults visited the public library during the summer, (2) the children patrons fell within the age range of 5 to 16, while boys were interested in the library at the age of 7 to 9 and girls at the age of 7 to 12, (3) as a mixed group, the 8-year-olds checked out the greatest number of books listed in the "Children's Catalog," and (4) 21 percent of 1,421 volumes circulated were listed as quality literature in the "Children's Catalog." Several problems needing further research are suggested, and a bibliography is included. (NS)

314. ED 017 405 RE 001 115
Strengthening Reading Services through Increasing Provisions for Elementary Reading Centers.
By- Vincent, Harold S. And Others
Milwaukee Public Schools, Wis.
Pub Date 66
EDRS Price MF-$0.25 HC-$1.95 37P.

Descriptors- *Elementary Schools, *Program Evaluation, *Reading Centers, *Reading Improvement, *Retarded Readers, Division of Curriculum and Instruction, Milwaukee Public Schools, Reading Instruction, Remedial Reading, Remedial Reading Clinics, Remedial Reading Programs.

In January 1966, the Milwaukee public schools extended reading services to public and nonpublic school children in grades 3 to 8 who were retarded in reading. The project provided additional reading centers and was carried out in five of 12 proposed elementary schools. Thirty to 35 minutes of small-group reading was given 5 days a week. Public-school referrals attended morning sessions while parochial school referrals were instructed in the afternoon. For evaluation purposes, children in grades 3 through 6 from two schools served as the evaluation sample. Achievement was determined by the California Reading Test, teachers' ratings, a pupil attitude survey, and pupils' report cards. The teachers and principals involved evaluated the project at its conclusion. Results showed that the majority of the referrals gained in reading grade equivalent and that their reading retardation was reduced. Better pupil-teacher relationships and improved pupil-behavior were observed. Materials, techniques, class size, curriculum, and supervisory help were rated as excellent. Sample evaluation forms are provided. (NS)

315. ED 017 406 RE 001 117
An Evaluation Study of the i/t/a Reading Program in the Lakewood Public Schools.
By- Genovese, Sylvia And Others
Lakewood Public Schools, Ohio
Pub Date May 67
EDRS Price MF-$0.50 HC-$3.55 69P.

Descriptors- *Beginning Reading, *Initial Teaching Alphabet, *Primary Grades, *Program Effectiveness, *Program Evaluation, Language Arts, Reading Achievement, Reading Instruction, Reading Programs, Reading Skills.

An evaluation of the i/t/a reading program at the Lakewood public schools called for an investigation of the immediate and long term effects of i/t/a instruction in reading and various areas of language arts. An experimental group of 93 pupils was divided into two groups, depending on the amount of i/t/a instruction given. One group had 1½ years of i/t/a instruction, and another group had 1 full year. Two comparable groups with traditional reading instruction served as controls. Multiple objective and subjective measures were given to all groups after a 2-year period of i/t/a instruction with the experimental groups. A survey of teachers' opinions was also conducted. Results showed that (1) while i/t/a pupils showed greater immediate gains in two reading skills areas, traditional pupils performed at a higher level and made greater long term progress in the various areas of language arts, (2) that there was no evidence that the i/t/a pupils showed more favorable post-i/t/a attitudes toward reading, school, and self, and (3) that the disadvantages of i/t/a cited in the teacher-opinion survey outweighed the advantages. Most teachers believed that a combined traditional-i/t/a reading program would be more effective. Tabulated results, a bibliography, and samples of evaluative measures used are included. (NS)

316. ED 017 408 RE 001 131
On Partitioning the Explained Variation in a Regression Analysis.
By- Wisler, Carl E.
National Center for Educational Statistics (DHEW)
Report Number TN-52 Pub Date 17 Jan 68
EDRS Price MF-$0.25 HC-$1.10 20P.

Descriptors- *Analysis of Variance, *Statistics.

An analysis of the nonunique portion of explained variation which can be attributed to the regressor variables as a group in regression analysis is discussed. The unique sums of squares is presented as a basis for understanding the procedure for partitioning the nonunique part. A method of partitioning nonunique variation is defined in terms of a three variable case: definition of commonalities, reduced form of the commonalities, and partitioning the sums of squares. Tables and an appendix are included. (BK)

317. ED 017 409 RE 001 133
Title III (PACE) Projects on Reading. ERIC/CRIER Reading Review Series, Volume 1, Bibliography 6.

By- Harris, Larry A.
Indiana Univ., Bloomington, ERIC Ch. on Reading
Pub Date Mar 68
EDRS Price MF-$0.25 HC-$2.50 48P.

Descriptors- *Curriculum Development, *Educational Innovation, *Grants, *Reading Clinics, *School Community Programs, Communication Skills, Developmental Reading, Inservice Programs, Instructional Materials Centers, Learning Difficulties, PACE, Projects to Advance Creativity in Education, Reading Centers, Remedial Reading, Youth Programs.

A listing of 69 planning and operational grants related to reading approved during the fiscal year 1966 is presented. "Pacesetters in Innovation, Fiscal Year 1966" (OE-20103, $2.50) was reviewed, and documents related to reading were selected for inclusion. The bibliography is a complete listing of all the reading-related PACE projects reported for 1966 and includes material from all levels of education. Each entry includes citation data, index terms, and a descriptive abstract of the contents of the document. All documents reported are available from National Cash Register, ERIC Document Reproduction Service, 4936 Fairmont Avenue, Bethesda, Maryland 20014. Complete information on microfiche and hardcopy prices is included with each document along with the ES number necessary for ordering the document. (Author)

318. ED 017 410 RE 001 136
Verbal Organization and the Facilitation of Serial Learning.
By- Levin, Joel R. Rohwer, William D.
Pub Date Feb 67
EDRS Price MF-$0.25 HC-$0.85 15P.

Descriptors- *Grade 4, *Grade 5, *Serial Ordering, *Verbal Learning, Phrase Structure, Sentence Structure.

The verbal organization relevant to serial learning was studied. Ninety-six fourth and fifth graders were required to learn the order of one list of 14 familiar nouns. The conditions of the serial task were phrase control, sentence control, and noun control. The dependent variable was the number of correct responses. A repeated measures analysis of variance was used to analyze the data. Subjects who were exposed to the sentence control performed significantly better than those exposed to the other treatments. Tables, a discussion, and references are included. This paper was presented at the American Educational Research Association Conference (Chicago, February 6-10, 1968). (BK)

319. ED 017 411
RE 001 138
The Effectiveness of Three Reading Approaches and an Oral Language Stimulation Program with Disadvantaged Children in the Primary Grades--An Interim Report after One Year of the Cooperative Reading Project.
By- Dunn, Lloyd M. And Others
George Peabody Coll. for Teachers, Nashville, Tenn.
Report Number IMRID-BSM-7 Pub Date Jul 67
EDRS Price MF-$0.75 HC-$7.10 140P.

Descriptors- *Beginning Reading, *Culturally Disadvantaged, *Language Enrichment, *Reading Research, *Teaching Methods, Basic Reading, Initial Teaching Alphabet, Language Programs, Oral Communication, Phonics, Reading Achievement, Reading Programs.

The effectiveness of three approaches to teaching beginning reading and the influence of an oral language stimulation program on the development of disadvantaged children is reported in the first-year report of a 2-year intervention study. Subjects were 608 first-grade pupils from 12 elementary schools in an inner-city area. The three experimental reading treatments were (1) the Initial Teaching Alphabet (ita) used phonetically, (2) the words in color (WIC) program, and (3) a supplemented conventional reading program (SCRP) using a basic reader plus additional phonics material. In addition to the reading treatments, some of the experimental classes received an oral stimulation program in the first year utilizing Level 1 of the Peabody Language Development Kits (PLDK). Nine experimental treatment groups and one control group were established. Pretests and post-tests were administered. Analysis of variance, orthogonal comparisons, and t tests were used to analyze the data. The results suggest that the PLDK program enhanced performance of disadvantaged children in intellectual growth and in oral language development, but not in school achievement. The combination of ita and PLDK was less effective than the other treatments. The SCRP experimental treatment was superior at the .90 level to the WIC and ita treatments, with girls superior to boys in all cases. A bibliography and appendixes are included. (BK)

320. ED 017 412
RE 001 139
Cultural Deprivation and Reading Achievement--A Secondary Analysis of the Cooperative Reading Project Data.
By- Mercer, Charles V.
George Peabody Coll. for Teachers, Nashville, Tenn.
Report Number IMRID-P/R-4-9 Pub Date 67
EDRS Price MF-$0.25 HC-$1.60 30P.

Descriptors- *Disadvantaged Youth, *Family Environment, *Grade 1, *Intellectual Development, *Reading Achievement, Disadvantaged Environment, Economic Disadvantagement, Educational Disadvantagement, Environmental Influences, Family Role, Parent Role.

A secondary analysis of the Nashville Cooperative Reading Project data is reported. To determine the effect of family-home variables on reading achievement, the Peabody Cultural Opportunity Scale was given to disadvantaged first graders in 12 elementary schools serving the low socioeconomic areas of the community. Objective data were gathered on role models in the household, the educational level of household members, and economic deprivation. Intelligence was controlled in the analysis by using regression equation procedures in obtaining each individual's standardized achievement score and by dividing the population into intelligence categories. Chi square was used to measure the effect of the three family-home variables on reading achievement. Results showed that while variations in the role model associated with the person responsible for the child's development did not affect reading achievement, educational level seemed to have the greatest effect. Reading achievement was highest when the educational level of a sister was highest, followed by the father, then the mother. The source of income rather than the amount seemed to be more important. These findings imply that deprivation could promote or prevent intellectual development of the deprived child, depending on the attitudes and values of the deprived and on the transmission of these in socialization. (NS)

321. ED 017 413 RE 001 140
The Peabody-Chicago-Detroit Reading Project--A Report of the Second-Year Results.
By- Woodcock, Richard W.
George Peabody Coll. for Teachers, Nashville, Tenn.
Report Number IMRID-4-15 Pub Date Aug 67
EDRS Price MF-$0.25 HC-$0.90 16P.

Descriptors- *Beginning Reading, *Educable Mentally Handicapped, *Reading Research, Basic Reading, Initial Teaching Alphabet, Language Experience Approach, Programed Texts, Reading Achievement, Reading Instruction.

The Peabody-Chicago-Detroit Reading Project, a 3-year project, compared six approaches for beginning reading instruction to young educable mental retardates: (1) the language-experience approach (LE) using traditional orthography (TO), (2) LE using i/t/a, (3) the basal reader approach (BR) using TO, (4) BR using i/t/a, (5) BR using the Rebus, an approach developed at Peabody, and (6) a programed textbook approach using TO. Each of these approaches is described. During the first year of the project, instructional programs and materials were organized and tried out, and school districts and teacher-participants were selected. The teachers, randomly assigned to the six approaches, used the assigned approach in classes with those children at the readiness or beginning reading stages. After 2 years of instruction, the results of standardized tests given to 321 pupils in 85 classes showed a mean gain of 5½ months. No significant differences among any of the approaches were noted, implying that instructional approach did not affect significantly the reading achievement of young educable mental retardates during the first 2 years of instruction if they were nonreaders at the outset. This paper was presented at the Fourth Annual I.T.A. Conference (Montreal, August 11, 1967). (NS)

322. ED 017 414 RE 001 141
Team Teaching with Paperbacks.
By- Kenyon, Donald
Pub Date Nov 67
EDRS Price MF-$0.25 HC-$0.55 9P.

Descriptors- *Reading Material Selection, *Recreational Reading, *Supplementary Reading Materials, *Team Teaching, Audiovisual Aids, Classroom Libraries, Elective Reading, Reading Development, Reading Diagnosis, Reading Interests.

Teachers at Covina High School, San Dimas, California, utilized the team teaching approach to English in grades 9 through 12. In order to develop life-time readers at Covina High, paperbacks were used extensively to promote interest in reading. Teachers tried to get the right book to the right person at the right time. It was felt that pupils throughout the school should be surrounded with books to tempt the virtual nonreader as well as the college preparatory students. Tapes, films, and magazines were also used. It was deemed essential that the teacher read widely in order to share his knowledge with students and to be able to suggest good books at any time. A number of sources for the acquisition of paperbacks and a reference list are provided. This paper was presented at the National Council of Teachers of English Conference (Honolulu, November 23-25, 1967). (JM)

323. ED 017 415 RE 001 142
The Efficacy of the Initial Teaching Alphabet and the Peabody Language Development Kit with Disadvantaged Children in the Primary Grades--An Interim Report after Two Years.
By- Dunn, Lloyd And Others
George Peabody Coll. for Teachers, Nashville, Tenn.
Report Number IMRID-P/R-4-7 Pub Date 67
EDRS Price MF-$0.25 HC-$1.35 25P.

Descriptors- *Basic Reading, *Beginning Reading, *Disadvantaged Youth, *Initial Teaching Alphabet, *Language Development, Intellectual Development, Language Ability, Reading Achievement, Reading Instruction.

An interim report of a 3-year study of the effectiveness of the Initial Teaching Alphabet (ita) and the Peabody Language Development Kits (PLDK) with underprivileged children in beginning reading and in stimulating oral language and verbal intelligence is presented. Five experimental groups and one control group were derived from 17 classes in nine schools. The five experimental groups had various combinations of ita, PLDK, and conventional reading and various lengths of PLDK treatment, while the control group had nothing but conventional reading. Pupil progress was measured in reading achievement, language development, and intellectual growth. Results showed that the ita groups were significantly advanced in reading achievement over the conventional reading group. Children with ita and 2 years PLDK made more reading progress than any other group. Children with 1 or 2 years PLDK made greater language gains than those without PLDK, and 2 years of PLDK produced greater effect than 1 year. Growth in intellectual development was enhanced in terms of MA not IQ. These findings suggest that while use of ita made greater effects than conventional reading with or without PLDK, the combined ita and 2 years of PLDK was most effective with underprivileged children. References and tables are included. (NS)

324. ED 017 416 RE 001 143
Guidelines for Muller-Unruh Reading Programs, Revised.
By- Kitch, Donald E.
California State Dept. of Education, Sacramento
Pub Date 67
EDRS Price MF-$0.25 HC-$0.80 14P.

Descriptors- *Primary Grades, *Reading, *School Law, Educational Legislation, Inservice Education, Instructional Materials, Reading Centers, Reading Consultants, Remedial Reading, State Legislation.

California recognized that the ability to read is a vital skill needed by all school-age youngsters. The Miller-Unruh Reading Act of 1965 and its 1967 amendments are designed to help primary-grade children succeed in reading. The Miller-Unruh Act focuses upon the diagnosis of actual or anticipated reading disability, the prevention of potential and the correction of actual reading disability, the assessment of the developmental aspects of child growth and development as these may affect beginning reading, and the development of positive attitudes toward reading. The major feature of the act provides school districts with the opportunity to obtain specialist teachers of reading for grades 1, 2, and 3. The act envisions the development of instructional materials, the extensive usage of library facilities, inservice education for classroom teachers of reading, the maintenance of reading-learning centers, and assistance in continuing evaluation of reading programs. A team approach, involving participation by the pupil, the parent, the regular classroom teacher, the specialist teacher of reading, and other staff specialists, forms the nucleus of this program. (Author/JM)

325. ED 017 417 RE 001 144
Racial Affect in Reading Comprehension.
By- Aaron, Robert L. White, William F.
Pub Date Feb 68
EDRS Price MF-$0.25 HC-$0.35 5P.

Descriptors- *Economically Disadvantaged, *Grade 5, *Negro Students, *Racial Attitudes, *Reading Comprehension, Cloze Procedure, Pictorial Stimuli, Reinforcement, University of Georgia.

Three fifth-grade classes of economically deprived Negro children, equated on intelligence and reading achievement, participated in a study of the effects of varying amounts and types of racial cueing on affective sets toward the protagonist and antagonist in a cloze type reading selection. All three classes read the selection, but Class A was presented pictures of the interaction of the two main characters with each other and with peers. Class B had single pictures of the two main characters only who were identified as a Negro protagonist and a white antagonist, and Class C did not receive any racial cueing. Each child rated the protagonist and antagonist on a semantic differential scale adapted from Osgood's semantic differential. It was found that the clear identification of the racial background of the protagonist and antagonist and the use of single picture cues resulted in a positive rating of the protagonist and a negative rating of the antagonist. Class B also used more exact language to achieve closure. The use of picture cues only and the lack of racial cueing, whether pictorial or textual, resulted in perception of the antagonist as an ideal type having positive evaluation and strength and of the protagonist as having positive and strong type character. Classes A and C used language limited to synonyms and the groups' own language to obtain closure. This paper was presented at the American Educational Research Association Conference (Chicago, February 6-10, 1968). (NS)

326. ED 017 418 RE 001 145
Effects of Discrimination and Reproduction Training on Ability to Discriminate Letter-Like Forms.
By- Williams, Joanna P.

Pub Date Feb 68
EDRS Price MF-$0.25 HC-$0.50 8P.

Descriptors- *Kinesthetic Methods, *Teaching Methods, *Visual Discrimination, Kindergarten, Object Manipulation, Perception, Reading Readiness, University of Pennsylvania.

The effectiveness of two training methods to focus attention on the critical features of letter-like forms was studied. Subjects were 32 kindergarten pupils. Six nonsymmetrical, standard letter-like forms and four transformations, consisting of right-left and up-down reversals, 180 degrees and 90 degrees rotation, were used as stimuli to learning. Visual memory as an approximation of the perceptual tasks in reading was used with three groups for discrimination training. A fourth group received reproduction training requiring the tracing and copying of each standard form. Analyses of performance on three tests indicated that reproduction was not as effective as discrimination with transformations. The right-left reversal was the most difficult of the four transformations. Training involving the comparison of letters with their transformations was suggested for kindergarten pupils. Tables are included. This paper was presented at the American Educational Research Association Conference (Chicago, February 6-10, 1968). (MC)

327. ED 017 420 RE 001 147
Cybernetic Control of Memory while Reading Connected Discourse.
By- Frase, Lawrence T.
Bell Telephone Labs., Inc., Murray Hill, N.J.
EDRS Price MF-$0.25 HC-$1.25 23P.

Descriptors- *Adults, *Models, *Reading Processes, *Reading Research, Organization, Stimulus Behavior, Verbal Stimuli.

A study was conducted to determine how adults adapt to different passage organizations and stimuli which play a critical role in governing reading behavior. A model of reading is described which states that subjects enter a minimal set of stimuli into memory which governs subsequent feedback control, and that subjects allow passage organization to act as a surrogate storage for easily retrieved verbal units. The model was tested in an analysis of variance using 24 college-age females. Subjects were given the attributes of a verbal concept and told to find its name in a reading passage. They were not instructed to learn the materials. The group which read the sentences organized by concept name retained more attributes than the group which read the same sentences organized by attribute. The latter group retained more names. There were no significant differences between treatments in terms of time. It was possible to program memory inputs simply by rearranging the sentences. Tables, figures, and references are included. (BK)

328. ED 017 421 RE 001 148
Effective Prose Reading--Shaping and Discriminative Effects of Questions.
By- Frase, Lawrence T.
Pub Date Feb 68
EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *Factual Reading, *Learning, *Pacing, *Questioning Techniques, *Reading Comprehension, Bell Telephone Laboratories Inc., Murray Hill, New Jersey.

The conclusions of an earlier study led to this study of the effects of questions interspersed in the reading material, of questions presented after the material, and of the mode of questioning on learning from prose. About 120 psychology students read twenty 10-sentence paragraphs of biographical nature with either a question before each paragraph, two or more questions after two or more paragraphs, or with questions appropriately interspersed in the whole material. No knowledge of the results was given after the questions, and the students were not allowed to review the paragraphs. The post-test was a multiple-choice test consisting of the 20 questions found in the material read and of 20 new questions to test incidental learning. Results support earlier findings that post-questioning produces higher learning, particularly when the pacing of questions is increased. The higher the pacing of questions, the larger the discrimination between relevant and incidental recall. Too much exposure to the questions decreased incidental recall. Regardless of pacing or the location of questions, higher incidental recall was obtained when the incidental text material followed the relevant text material. The mode of questioning did not influence learning. A graphic representation of findings is included. This paper was presented at the American Educational Research Association Conference (Chicago, February 6-10, 1968). (NS)

329. ED 017 422 RE 001 149
Verbal Versus Graphic Presentations of Learning Material.
By- Parsons, Patricia J. Frase, Lawrence T.
Pub Date 10 Feb 68
EDRS Price MF-$0.25 HC-$0.35 5P.

Descriptors- *College Students, *Reading Research, *Verbal Learning, Graphs, Interpretive Skills, Questioning Techniques, Recall.

The problem was to determine which combinations of verbal and graphic materials lead to the most efficient learning. Ninety-one university college students were divided into eight groups which read the same instructional material (on electrical circuitry) in verbal, graphic, verbal-graphic, or graphic-verbal form. Half of the subjects were pretested on the material. A recall and recognition post-test (with both verbal and graphic items) was administered immediately after reading. The finding that there were no retention differences among the various groups confirms earlier research. College students evidently can profit equally from these different types of presentations. Tables and references are included. This paper was presented at the American Educational Research Association Conference (Chicago, February 6-10, 1968). (Author/BK)

330. ED 017 423 RE 001 150
Development of an Instructional System.
By- Melaragno, Ralph J. Newmark, Gerald
System Development Corp., Santa Monica, Calif.
Report Number SP-3059 Pub Date 6 Feb 68
EDRS Price MF-$0.25 HC-$0.45 7P.

Descriptors- *Concept Formation, *Culturally Disadvantaged, *Educational Strategies, *Evaluation Techniques, *Reading, Individual Approach, Mexican Americans, Primary Grades, Teaching Techniques.

The development of an instructional system to improve classroom instruction in reading for Mexican-American students is described. An evaluation-revision strategy was utilized to investigate the extent of interactions among students, materials, and the teacher. Four elementary schools in Los Angeles participated in this program for 1½ years. The study tried to identify distinct problems of first-grade Mexican-American students, to develop instructional procedures to overcome the problem, and to develop a total instructional system. The following 10 concept words were chosen as the problem area for the study: top, bottom, alike, different, over, under, first, middle, last, and underline. To develop instruction to enable most Mexican-American children to learn these concept words during the first semester of first grade, seven techniques were utilized: teacher-led orientation, small-group paired helpers, structured individual tutoring, unstructured individual tutoring, small-group tutoring, teacher as tutor, and parents as tutors. The evaluation-revision strategy was shown to be a valid approach for developing effective classroom instruction. However, there are serious problems in the utilization of an instructional system as novel as this one, and much research needs to be done. (JM)

331. ED 017 424 RE 001 151

The Effects of Video-Taping Procedures in an Experimental Reading Program.

By- Schwartz-Littmann, Carole

Pub Date 3 Feb 68

EDRS Price MF-$0.25 HC-$0.75 13P.

Descriptors- *Language Experience Approach, *Perceptual Motor Learning, *Reading Materials, Audiolingual Methods, Basic Vocabulary, Educational Innovation, Experience Charts, Language Master, N.J., Neurologically Disabled Readers, PDQ Center, Tenafly, Videotape Ampex 660 Recorder.

The experimental use of video and tape recordings in teaching three neurologically disabled boys aged 8, 9, and 10 to read is reported. Experience charts were used to present both uncontrolled and controlled vocabulary. Three spaces video-taped demonstrations with the children were used to diagnose progress and as motivational devices. The Language Master, an audio tape recorder with a double track, provided the multisensory approach, so that every lesson included motor skills, speech training, auditory discrimination, visual perception, and recognition of the configurations involved in reading. The techniques improved self-esteem and motor and verbal coordination. After the third video tape, the boys were reading well enough to work with preprimers without too much trouble. The immediate replay of the video tapes had a distinct effect on their body images which made the video taping process the deciding factor. The video tapes and replays which followed each taping session enabled the boys to see results as they occurred. They saw themselves reading and heard speech errors and observed hyperkinetic movements of which they weren't aware. The video tapes also enabled observation of the dynamics between teacher and students. This paper was presented at the Association for Children with Learning Disabilities 5th Annual Conference (Boston, February 1968). (MC)

332. ED 017 425 RE 001 152

The Effect of Homogeneous Grouping on Children with Learning Disabilities.

By- Lieberman, Janet E.

Pub Date Feb 67

EDRS Price MF-$0.25 HC-$0.50 8P.

Descriptors- *Ability Grouping, *Elementary Grades, *Learning Difficulties, *Reading Research, Administrative Organization, Heterogeneous Grouping, Homogeneous Grouping, Lesson Plans, Reading Achievement.

The effect of classroom grouping on children with learning disabilities was studied. Emphasis was placed on the acquisition of information, methods of selection, and teaching techniques. Data were gathered from school records and from group and individual tests. Fifteen pupils were placed in a "special" class, and 15 were distributed among regular third-grade classes. Teachers were given supervisory help in developing a series of lessons. The evaluation of achievement indicated that homogeneous grouping did not result in significant differences. References are included. This paper was presented at the Association for Children with Learning Disabilities Conference (Boston, February 1968). (BK)

333. ED 017 426 RE 001 153
Language Arts Tools, An Annotated Bibliography of Materials for Use in the Teaching of Reading.
By- Brake, Rachel G. Elder, Richard D.
Wayne County Board of Education, Detroit, Mich.
Pub Date Sep 67
EDRS Price MF-$0.75 HC-$7.55 149P.

Descriptors- *Annotated Bibliographies, *Instructional Materials, *Reading Improvement, *Reading Instruction, *Reading Materials, Audiovisual Aids, Childrens Books, Instrumentation, Kent, Kent State University, Ohio, Periodicals, Programed Materials, Reading Games, Reading Skills, Reading Tests, The Child Study Center.

An annotated bibliography of reading instructional materials for use in reading improvement programs was compiled for teachers and administrators in Wayne County schools, Detroit, Michigan, to make them aware of all the reading instructional materials available and to enable them to evaluate these materials in terms of local need. The materials are listed under nine categories with reading and interest level designations: (1) books and workbooks, (2) kits, laboratories, and multimedia packages, (3) programed materials, (4) periodicals, (5) instrumentation, (6) films, filmstrips, slides, transparencies, and recordings, (7) charts, pictures, games, and devices, (8) evaluation, and (9) professional books for teachers and administrators. Each category is accompanied by a chart indicating appropriate use of the materials listed in developing skills in prereading, word recognition, comprehension, critical thinking, locating materials, using nonverbal reading materials, organizing materials, improving reading rate, and reading for pleasure. A list of publishers, manufacturers, and suppliers is included. Since the compilation is subject to revision, readers are requested to submit items to keep the volume accurate and up-to-date. This document is available from the Wayne County Board of Education, 301 City-County Building, Detroit, Michigan 48226 for $2.00. (NS)

334. ED 017 428 RE 001 155
An Analysis of the Relationship between Conventional Reading Readiness Measures and Intellectual Functioning.
By- Olson, Norinne Hilchey
Pub Date Feb 68

EDRS Price MF-$0.25 HC-$0.60 10P.

Descriptors- *Grade 1, *Group Intelligence Tests, *Reading Readiness Tests, *Reading Research, Factor Analysis, Measurement Instruments, Reading Tests, Testing.

The extent to which reading readiness tests relate to a group of intelligence tests was investigated. Approximately 300 first graders in 15 classrooms in Georgia were administered the Metropolitan Readiness Test, the Lee Clark Readiness Test, and the California Test of Mental Maturity. Factor analysis was used to analyze the data. The subtests of the readiness tests did not measure separate factors of ability for performance. A high degree of overlap existed in subtest measurements. The one general factor pattern which emerged from the factor analysis appeared to indicate that the variance of the respective subtests occupied a smaller common space. A significant degree of predictive relationship was found between reading readiness test scores and intelligence test scores. Although not considered in the hypotheses, age was not a significant contributing factor to the prediction scheme when intelligence was the criterion variable. The sex factor was not a significant variable. The predictive power for intelligence of the reading readiness tests alone was nearly equal to the predictive power of the reading readiness tests in combination with age, sex, and age plus sex. (Author/BK)

335. ED 017 430 RE 001 157
Individualized Programming for Children with Learning Disabilities As Determined by Screening, Identification and Differential Diagnosis.
By- Hantman, Dorothy
Pub Date 1 Feb 68

EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *Academic Achievement, *Clinical Diagnosis, *Programed Tutoring, Boston, Diagnostic Tests, District 73½, Learning Difficulties, Massachusetts, Special Education, Underachievers.

A learning disability program was integrated with a total district effort to meet the need for tutorial services among children with exceptional dysfunctions. Through differential diagnosis and continuous interchange of information among the school personnel, the right teachers for specific pupil difficulties were chosen. Cumulative records and the continuous diagnosis of each case insured a profitable tutorial and small-group procedure. Therapy was based upon individual dysfunctions in academic areas. Inservice contacts and the training of tutors led to an improved program which was an integral part of the child's total academic growth. This paper was presented at the Fifth Annual Conference of the Association for Children with Learning Disabilities (Boston, February 1968). (MC)

336. ED 017 431 RE 001 158
Report of the Southwest Texas State College Research Conference on the Problem of Dyslexia and Related Disorders in Public Schools of the United States. Report of the Working Group on Teacher Preparation.
By- Zedler, Empress Y.
Pub Date 3 Feb 68
EDRS Price MF-$0.25 HC-$0.35 5P.

Descriptors- *Curriculum Research, *Dyslexia, *Guidelines, *Learning Difficulties, College Preparation, Interagency Planning, Methods Research, Pilot Projects, Teaching Procedures.

Some guidelines and recommendations for improving teacher education in order to meet the needs of severely disabled learners are presented. The suggestions include improving professional training for teachers, psychologists, supervisors, and counselors at all levels. Training should include the study of dyslexia and the preparation of a pilot report as material for workshops, institutes, and inservice training. It is suggested that a national conference of an interdisciplinary nature be held to consider recommendations for further research. Finally, the awarding of grants to school systems and training institutions is recommended to implement further study and specialized training. (MC)

337. ED 017 432 RE 001 159
Relationships between Auditory and Visual Perceptual Ability and Reading Achievement.
By- Busby, Walter A. Hurd, Donald E.
Pub Date Feb 68
EDRS Price MF-$0.25 HC-$0.45 7P.

Descriptors- *Grade 2, *Grade 4, *Grade 6, *Perception, *Reading Achievement, Auditory Perception, Intelligence, Visual Perception.

A study was conducted to determine whether audiovisual perceptual ability can account for reading achievement. Subjects were 120 pupils selected randomly from 38 schools in Illinois. Pupils were in grades 2, 4, and 6. Measures of visual perception, auditory perception, visual-auditory shifting perception, intelligence, socioeconomic status, and reading achievement were obtained for all subjects. The reaction time to visual and auditory stimuli was measured. Correlation and mean scores were used to analyze the data. Shifting behavior was not independent of the ability to respond to a single channel stimuli. Audiovisual perception and intelligence were not significantly related. Scores in response to the audiovisual stimuli were not related to reading achievement. Auditory-visual perceptual ability increased with age, but was not significantly related to sex, race, intelligence, or socioeconomic status. References are included. This paper was presented at the American Educational Research Association Conference (Chicago, February 6-10, 1968). (BK)

338. ED 017 433 RE 001 160
Influence of Method of Questioning upon Children's Responses to Humorous Situations in Literature.
By- Monson, Dianne L.
Pub Date Feb 68
EDRS Price MF-$0.25 HC-$0.70 12P.

Descriptors- *Critical Reading, *Grade 5, *Literature Appreciation, *Questioning Techniques, *Reading Interests, University of Washington.

To investigate the effectiveness of methods of eliciting children's responses to humor in literature and to determine how these responses are affected by sex, socioeconomic level, intelligence, and reading ability, 365 fifth graders were asked to read excerpts containing elements of five types of humor. Unstructured questionnaires requiring written explanations of what was funniest about the story and structured questionnaires requiring responses to multiple-choice and true-false items were distributed randomly to the classes. Results indicated that children of different sexes, socioeconomic levels, intelligence, and reading abilities responded differently to various forms of questioning about humor in literature. Children of high intelligence more often judged selections humorous, and children of high socioeconomic levels and those of high reading abilities made similar choices of types of humor. Selections were more frequently judged humorous in structured questionnaires than in unstructured forms by more boys than girls, by children of low socioeconomic levels, and by children of low and average reading abilities. These findings suggest that responses to humor in literature are influenced by the method of questioning. This paper was presented at the American Educational Research Association Conference (Chicago, February 6-10, 1968). (NS)

339. ED 017 435 RE 001 162
A Study of the Relationships between Perception and Reading.
By- Bergan, John R.
Arizona Univ., Tucson
Report Number CRP-5-0583-2-12-1 Pub Date 67
Contract OEC-6-10-082
EDRS Price MF-$0.50 HC-$5.30 104P.

Descriptors- *Reading Processes, *Spatial Relationship, *Visual Perception, Auditory Perception, High Achievers, Low Achievers, Perception Tests, Reading Achievement, Word Recognition.

A developmental study of perception and its relationships to reading as measured by the California Reading Test, the Gates-McKillop Diagnostic Reading Test, a word reversal test, and a reversed words in context test is reported. The perceptual task of match adjustment was used as the spatial orientation measure and for both shape and size constancy. Match recognition was used for speed of processing information. Subjects were 50 second, 56 fourth, and 56 sixth graders. The results of tests of intelligence, achievement, spatial relations, word reversals, and size and shape constancy were analyzed. None of the intercorrelations of the perceptual tests was significant. The speed of processing information correlated significantly with intelligence, and the achievement scores for all groups accounted for the most variance. Spatial orientation and reversals were related significantly to achievement in both fourth- and sixth-grade groups. With an increase amount of information, differences between high and low achievers became significant. Size and shape constancy proved an important variable in the early grades. The results of the project point out the impracticality of the search for general perceptual ability and suggest that no such ability exists. Test instructions and a bibliography are included. (MC)

340. ED 017 436 RE 001 163
Specific Values of a Residential Program for the Learning Disabled Adolescent.
By- Ross, Samuel B.
Pub Date Feb 68
EDRS Price MF-$0.25 HC-$0.45 7P.

Descriptors- *Adolescents, *Educational Programs, *Learning Difficulties, *Residential Programs.

Some of the values of a residential program for the disabled learner include a predictable daily routine, personal attention, the impersonal attitude of the staff, order, an encouraging atmosphere, a rigorous educational program, and concentration on self-concepts. Although the boarding school is no panacea for all the problems of the child, for many it is the only answer. The combination of a sound educational program with an after-school living experience can make the difference between the child's success or failure. The most critical aspect of the residential placement of the adolescent is that within this situation the child is as he is and is given guidance and support to accept himself. References are included. This paper was presented at the 5th Annual Conference of the Association for Children with Learning Disabilities (Boston, February 1968). (Author/BK)

341. ED 017 437 RE 001 164
The Effect of Reading for a Creative Purpose on Student Attitudes toward a Short Story.
By- Smith, Richard J.
Pub Date Feb 68

EDRS Price MF-$0.25 HC-$0.60 10P.

Descriptors- *Creative Reading, *Creative Writing, *Secondary School Students, *Student Attitudes, Attitude Tests, Changing Attitudes, Creative Expression, Creative Thinking, Interpretive Reading, Madison, Madison Public Schools, Senior High Schools, Wisconsin.

The effects of a training program and of creative and noncreative prereading writing tasks were investigated to test the assumption that the cognitive level at which a literary selection is read determines the attitudes developed toward that selection. Twenty senior classes taking college-preparatory English at two Madison, Wisconsin, high schools were divided into four equal groups. Two groups attended the training program, and each was assigned either a creative or noncreative prereading writing task. The two other groups were nontraining groups, but each group was assigned either a creative or noncreative prereading writing task. Each written response was rated by three judges on a 5-item scale to determine the extent of creativeness or noncreativeness. An attitude inventory especially developed for this study measured the attitudes developed after completion of the reading and writing tasks. It was concluded that the nature of the prereading writing task influenced the kind of attitudes developed toward the selection read, but the direction and intensity of these attitudes was limited to the academic or ability levels of the student. The training program had no effect on attitudinal development. Further research with students of varying abilities and with different literary forms is suggested. This paper was presented at the American Educational Research Association Conference (Chicago, February 6-10, 1968). (NS)

342. ED 017 438 RE 001 165
Literature for Young Children.

By- Lewis, Claudia

Pub Date Nov 67

EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *Childrens Books, *Literature, *Preschool Children, *Story Reading, Bibliotherapy, Book Reviews, Supplementary Reading Materials.

The qualities which make storybooks and picture books appealing to preschool children and those which help them understand and master the uses of language are discussed briefly. Different types of books that appeal to preschool children are presented: books that encourage the healthy expression of emotions, books that enable them to participate, books that present the conflicts and feelings children experience as they grow, books that confirm for them daily experiences and their knowledge of things, and books loved by young children from all socioeconomic levels. A special type of book is one the teacher makes for or with her children about one of their own classroom experiences. This experience helps children understand what a book is and how it is made and that words relate to people and events. Bibliographic data for the books discussed are provided. This paper was presented at the National Council of Teachers of English Conference (Honolulu, November 23-25, 1967). (NS)

343. ED 017 439 RE 001 166

To Monitor or Not to Monitor--Decisions in the Retrieval of Reading Research Journal Literature. ERIC/CRIER Reading Review Series, Volume 1.

By- Summers, Edward G.

Indiana Univ., Bloomington, ERIC Ch. on Reading

Pub Date Mar 68

EDRS Price MF-$0.25 HC-$2.10 40P.

Descriptors- *Reading Research, *Research Reviews (Publications), Information Processing, Information Retrieval, Information Utilization, Periodicals, Reading Research Center, Scholarly Journals, University of Chicago.

The development of an objective strategy for the selection of journal literature in the retrieval of reading research is described. A frequency count was made of the articles appearing in the Gray summaries of reading research published annually by the Reading Research Center of the University of Chicago. The journals for the period 1884 to 1965-66 were ranked in terms of productive importance. Lists of journals are suggested that would supply three levels of coverage: total coverage, 50-percent coverage, and 80-percent coverage. Decision factors other than sheer quantity of production that must enter into the selection of journals to insure adequate coverage of reading research are discussed. (Author)

344. ED 018 329 RE 001 123
Teaching Reading. What Research Says to the Teacher, No. 1.
By- Gates, Arthur I.
Association of Classroom Teachers, Washington, D.C.
Pub Date 67
EDRS Price MF-$0.25 HC not available from EDRS. 36P.

Descriptors- *Reading Instruction, *Reading Programs, *Teaching Techniques, Audiovisual Media, Individualized Reading, Initial Teaching Alphabet, National Education Association, Phonics, Programed Materials.

Some implications of research arguments are presented for the encouragement of wider and more rapid reading and for the development of the varied skills basic to success in any type of reading. It is suggested that reading be taught within the context of a well-rounded language arts program in a manner that will promote effective learning in all curriculum areas. To help teachers achieve this goal, factors that affect learning to read, principles of reading instruction, and some basic reading techniques are presented. The relative merits of the methods of teaching reading which are now the subject of controversy are discussed. This pamphlet offers topics for further discussion and selected references for the improvement of reading instruction and for professional growth. This document is also available for $.25 from the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (NS)

345. ED 018 330 RE 001 167
A Language Training Program in a Child Guidance Center.
By- Bain, Mary D. And Others
Pub Date Feb 68
EDRS Price MF-$0.25 HC-$0.80 14P.

Descriptors- *Educational Therapy, *Learning Difficulties, *Perceptually Handicapped, *Psychoeducational Clinics, *Remedial Programs, Greater Lawrence Guidance Center, Guidance Centers, Guidance Services, Language Programs, Lawrence, Massachusetts, Perceptual Development, Psychological Services, Remedial Teachers.

Four articles dealing with the role of the Greater Lawrence Guidance Center language training program in helping children with learning difficulties are presented. The first paper explains how the center solved the problem of obtaining more accurate and complete developmental histories of referrals by giving more attention to perceptual-motor development. The second paper examines how the clinical psychologist helps diagnose learning problems, interviews parents, takes detailed developmental histories, and gives psychological tests before a child is referred to the special therapeutic educational department. The third paper dwells on the language training program launched by the center. The fourth paper describes the tasks the language training consultant performs: studying the personality and background of volunteers, giving them intensive training, and supervising their work with children. These papers were presented at the Association for Children with Learning Disabilities Conference (Boston, February 1968). (NS)

346. ED 018 331 RE 001 168
A Theory of Learning to Read by "Modality Blocking" or "Non-Visual" AKT.
By- Blau, Harold Blau, Harriet
Pub Date Feb 68
EDRS Price MF-$0.25 HC-$0.45 7P.

Descriptors- *Learning Difficulties, *Multisensory Learning, Auditory Perception, Kinesthetic Methods, Learning Theories, Tactual Perception, Visual Perception.

A theory of teaching severely handicapped readers to read by modality blocking or nonvisual AKT, the Auditory-Kinesthetic-Tactile method, rather than by strengthening all sensory modalities is reported. Individuals who speak adequately but who read inadequately suffer interference from the visual input system in the learning of reading. If the individual is to learn to read, visual input must be blocked. The nonvisual AKT method blocks the conflicting modality with constructive results at strategic stages in the learning process. Usually, the child is blindfolded or closes his eyes, and the word to be learned is traced on his back. As the teacher traces the word, she spells it aloud. Often, after two or three tracings, the child can identify the letters being traced, and he spells out the word. In general, once a word has been mastered by the nonvisual method, it seems to be handled by the child with complete normalcy. A learning factor seems to mature, and word recognition, spelling, and reading comprehension improve at a considerably faster rate than would be expected from the limited number of words taught. A paraprofessional aide could help children using this method. References are provided. This paper was presented at the Association for Children with Learning Disabilities Conference (Boston, February 1968). (Author/JM)

347. ED 018 332 RE 001 169
Nineteenth-Century Experiments with Transitional Reading Media. Final Report.
By- Bothe, Albert E.
Johns Hopkins Univ., Baltimore, Md., Dept. of Educ.
Report Number BR-7-C-023 Pub Date Dec 67
Grant OEG-1-7-070023-3962
EDRS Price MF-$0.75 HC-$6.50 128P.

Descriptors- *Alphabets, *Historical Reviews, *Phonetics, *Reading Research, *Teaching Methods, Early Reading, Educational History, Instructional Innovation, Pronunciation Instruction.

Some experiments in the United States conducted during the nineteenth century utilizing phonetic alphabets as transitional media for initial reading instruction were surveyed to provide a history of this aspect of education. The actual circumstances surrounding each of the major uses of such transitional media are considered in detail. The material presented is based on an extensive search of primary sources. Some of the experiments were previously unreported in the background literature of phonetic teaching methods. A cycle of innovation, use, and discontinuance is postulated as a means of structuring the historical facts. Similarities between the practices reported and present educational activity are noted. References are given. (Author/MC)

348. ED 018 333 RE 001 170
Learning to Read--The Great Debate (Implications of the Study for Children with Learning Disabilities).
By- Cole, Julia M.
Pub Date Feb 68
EDRS Price MF-$0.25 HC-$0.30 4P.

Descriptors- *Beginning Reading, *Perceptually Handicapped, *Phonetic Analysis, *Remedial Reading, Diagnostic Teaching, Hartwell Nongraded Primary School, Kinesthetic Methods, Lincoln, Massachusetts, Phonics, Reading Difficulty, Sensory Training, Structural Analysis.

Some of the implications of Chall's "Learning to Read, The Great Debate" for teaching perceptually handicapped children to read are discussed. Chall contrasted the whole-word approach with the code-emphasis approach in which a child breaks the code through letter-sound associations. It has been observed that children find more difficulty in decoding the printed word than in comprehending the story, that phonics does not necessarily result in mechanical reading, and that phonetic knowledge allows the child to read independently and improves his spelling and writing abilities. Teaching perceptually handicapped children to read requires systematic phonics instruction enriched by kinesthetic training, lessons programed in small segments, and constant review and reinforcement. The code-emphasis approach offers much in this direction. Chall's book points up the need for improved reading research and for the development of diagnostic and evaluation instruments. Prevention rather than remediation is emphasized. This paper was presented at the Association for Children with Learning Disabilities Conference (Boston, February 1968). (NS)

349. ED 018 334 RE 001 171
The Effects of Individualized Instruction on Head Start Pupils' Achievement.
By- Daniel, Kathryn Barchard Cowles, Milly
Pub Date Feb 68
EDRS Price MF-$0.25 HC-$0.30 4P.

Descriptors- *Culturally Disadvantaged, *Individual Instruction, *Reading Readiness, Educational Strategies, Retraining, Teacher Education, Teacher Improvement.

Fourteen students at the University of South Carolina, most of them experienced teachers, enrolled in an experimental training program in early childhood education attempting to determine whether or not short periods of individualized training over a period of 5 weeks would be reflected in pupils' readiness as measured by the Metropolitan Readiness Test. Fourteen Head Start classes were assigned randomly to the experimental teacher-students and 14 Head Start classes to the control teacher-students. One male and one female were selected randomly from each of the experimental and control classes. On Form A, the pretest, the t-ratio did not approach significance. On Form B, the post-test, the t-ratio approached significance at the 10 percent level of confidence. Data showed that pupils who received special instruction gained during the pre- to post-testing periods and that most pupils in the control group either lost or remained at about the same level. The study recommended that a similar experiment be conducted for various time periods. It is recommended that teachers learn more about diagnosing pupils' instructional levels and about strategies for appropriate treatments. This paper was presented at the American Educational Research Association Conference (Chicago, February 6-10, 1968). (JM)

350. ED 018 335 RE 001 172
Development and Refinement of a Test of Critical Reading Ability of Elementary School Children.
By- Ellinger, Bernice D. And Others

Ohio State Univ., Columbus, School of Education
Report Number OSU-OP-67-102 Pub Date Feb 67
EDRS Price MF-$0.25 HC-$1.65 31P.

Descriptors- *Critical Reading, *Elementary Grades, *Reading Tests, *Test Construction, Achievement Tests, Diagnostic Tests, Reading Achievement, Reading Comprehension, Reading Skills.

The Ohio State University developed a critical reading test as part of the 3-year USOE Project 2612 conducted to determine whether critical reading could be taught to elementary school children. The test aims to measure the analytic and evaluative abilities of children in reacting critically to materials read. Critical reading skills were identified, listed, and validated by 14 reading experts across the country. Revised accordingly, the list was presented in classrooms where additional critical reading skills were observed. Trial forms developed were given to a national sample. Item analysis of the results yielded items for the three final forms of the test. A different set of national samples was used for norming the final forms which were again subjected to item analysis. Results are presented in several tables. Factorial analysis was still underway at the time of this report, so results are not reported here. Sample items of the three forms are given. The test will be available for use as a diagnostic or achievement instrument by June, 1967. (NS)

351. ED 018 339 RE 001 176
Selected Papers--1967, A Report of the Proceedings of the State Reading Conference (3rd, Purdue University, April 15, 1967).
By- Janes, Edith C.
Pub Date 15 Apr 67

EDRS Price MF-$0.25 HC-$1.10 20P.

Descriptors- *Federal Aid, *Preschool Programs, *Reading Programs, *Reading Skills, *Teacher Certification, Audiovisual Aids, Content Reading, Critical Reading, Indiana State Council, International Reading Association, Learning Difficulties, Reading Games, Reading Instruction, Reading Interests, Recreational Reading, School Libraries, Televised Instruction.

A collection of 11 selected summaries of papers presented at the third annual conference of the Indiana State Council of the International Reading Association at Purdue University is presented. Topics vary: (1) the need to develop in children a love for books and reading, (2) how federal aid has encouraged the establishment of central school libraries, (3) the effectiveness of a preschool program in providing for the development of oral language, reading skills, social skills, and a desire to learn, (4) how a junior primary step-up program prepares children for formal first-grade work, (5) a summer TV reading program, (6) the use of appropriate audiovisual materials adapted to the lesson and the learner, (7) suggested games and motivational aids in teaching reading, (8) the use of the neurological approach in helping children with learning problems through a perceptual-motor program, (9) how to help students read science materials, and (10) the shortcomings of certification requirements and false ideas about professionalism. One article raises three questions educators should ask themselves when initiating a program, when grouping students, and when teaching speed reading. (NS)

352. ED 018 340 RE 001 177
Impetus III, Operation IMP-I.
By- Joseph, Joseph M.
Chester School District, Pa. Pub Date 67
EDRS Price MF-$0.25 HC-$1.30 24P.

Descriptors- *Federal Programs, *Learning Laboratories, *Reading Instruction, *Reading Programs, Criteria, Facilities, Facility Improvement, Inservice Education, Objectives, Program Evaluation, Speech Improvement, Staff Role.

A general description of activities and services for a reading program taught by means of the "talking typewriter" is presented. The talking typewriter is located in a soundproof booth. The student sits in front of a typewriter and responds, reacts, and interacts to directions voiced by a computerized, magnetized programed system. The criteria for selecting participants are referrals by teachers, guidance counselors, or principals. The student is processed by an administrative assistant, two school psychologists, and a social worker. The role of the psychological center is diagnostic and clinical, and its main objectives are to identify and modify psychological and educational traits, to improve verbal functioning, and to improve emotional and social stability. Plans for evaluation, time schedules, facilities, inservice education, health services, transportation services, clothing supply, and a proposal for a speech improvement program are included. (BK)

353. ED 018 341 RE 001 178
An Optimum Reading Program for Grades K-12 and School District Organization.
By- Kipling, Cecil
South Dakota Univ., Vermillion
Pub Date 1 Nov 67
EDRS Price MF-$0.25 HC-$1.20 22P.

Descriptors- *Curriculum Design, *Developmental Reading, *Elementary Grades, *Reading Programs, *Secondary Grades, Administrative Organization, Philosophy, Reading Consultants, Reading Materials, Staff Utilization, Teacher Qualifications.

A total reading program which meets the needs of all children in grades k-12 should be based on sound philosophy and research. Children should be taught to read at a level at which they can function successfully. To accomplish this, adequate materials and equipment must be provided to maintain individual records, and parents must be considered part of the reading team. Elementary teachers should have a minimum of 6 semester hours in accredited reading courses. Secondary teachers responsible for reading should have at least one reading course. In addition, reading specialists and consultants should be available for conducting inservice training programs. The organizational pattern of the reading program should permit the staff to function effectively. Intermediate units and state departments of education should provide consulting services, psychological services, and direction to coordinate research. References are included. (ES/BK)

354. ED 018 342 RE 001 179
The Role of Drugs in the Treatment of Learning Disability in Childhood.
By- Kramer, Robert A.
Pub Date Feb 68
EDRS Price MF-$0.25 HC-$0.80 14P.

Descriptors- *Learning Difficulties, *Medical Services, *Physicians, Case Studies (Education), Johns Hopkins University School of Medicine, Learning, Medical Case Histories.

This paper attempts to review the status of drugs in the area of learning disability. The pediatrician's training must include exposure to practical and theoretical problems of learning. Of interest to the pediatrician is the use of drugs which modify learning responses. These drugs are classified as general stimulants, specific stimulants, antidepressants, tranquillizers, anticonvulsants, and RNA stimulants. Caffeine is an example of a general stimulant. The use of amphetamine, a specific stimulant, is illustrated by four case histories. The results of the administration of methlyphenidate, phenmetrazine, reserpine, and diphenylhydantoin are reported. In each of the broad categories, the medication is designed to correct an aberrant pattern of the central nervous system. References are included. This paper was presented at the Association for Children with Learning Disabilities Conference (Boston, February 1968). (BK)

355. ED 018 343 RE 001 180
A Note on the Relation of Reading Failure to Peer-Group Status in Urban Ghettos.
By- Labov, William Robins, Clarence
Columbia Univ., New York
Report Number BR-5-0545
Report Number CRP-3288 Pub Date 27 Jul 67
Contract OEC-6-10-059
EDRS Price MF-$0.25 HC-$1.00 18P.

Descriptors- *Community Surveys, *Ghettos, *Negro Youth, *Reading Research, *Social Environment, Cooperating Teachers, Group Membership, Negro Education, Social Values, South Central Harlem.

A progress report of the cooperative research project concerning the effects of value systems upon school learning among ghetto club members is presented. Street group members considered school learning irrelevant to prestige within the group. They were concerned with toughness, smartness, trouble, excitement, autonomy, and fate. Full participation meant complete involvement with the values and activities of the group. The academic records of 75 preadolescent and adolescent boys who were nonmembers of street groups indicated that some were below, some were within, and others were beyond grade level in accomplishment. Learning was taking place. Reading among 43 street group members showed a regular distribution around a single mode, 3 years behind grade. There were many dropouts. Overall findings indicated that cultural conflict was responsible for reading failure. Suggestions for continuing study include the introduction of a cultural intermediary classroom to develop techniques for cross-cultural cooperation. (MC)

356. ED 018 344 RE 001 181
Auditory Discrimination Training in the Development of Word Analysis Skills.
By- McNeil, John D. Coleman, James C.
California Univ., Los Angeles
Report Number BR-5-0503 Pub Date Jul 67
Grant OEG-7-14-1430-290
EDRS Price MF-$0.50 HC-$5.05 99P.

Descriptors- *Auditory Discrimination, *Auditory Training, *Cultural Differences, *Socioeconomic Background, Experimental Teaching, Reading Programs, Visual Discrimination, Visual Stimuli, Word Recognition, Word Study Skills.

The hypothesis that children who are taught to hear and designate separate sounds in spoken words will achieve greater success in learning to analyze printed words was tested. The subjects were

90 kindergarten children, predominately Mexican-Americans and Negroes. Children were randomly assigned to one of three treatments, each of 3-weeks duration: an autoinstructional program in beginning reading, an autoinstructional auditory training program that used no visual stimuli, and noninstruction in reading and auditory discrimination. After the three experimental treatments, all the children received programed lessons in reading identical to those in the first treatment above. Achievement was measured by errors during instruction in reading, scores earned on a test of word analysis skills, and scores earned on an auditory discrimination test. It was found that the auditory treatment resulted in a lower reading error rate and more successful performances in both the task of word analysis and auditory discrimination. The exclusively auditory program followed by instruction in reading more effectively improved skills for analyzing printed words. Auditory training on selected phonemes helped learners associate graphemes and phonemes even when the phonemes were different from those in training. Auditory training was especially beneficial to boys and children of lower intelligence. References, appendixes, and examples of tests and lessons used are included. (MC)

357. ED 018 345 RE 001 182
Reading Diagnostic Approaches.
By- Purdy, Robert J. And Others
Los Angeles City Schools, Calif.
Pub Date 68
EDRS Price MF-$0.25 HC-$2.05 39P.

Descriptors- *Learning Motivation, *Observation, *Reading Diagnosis, *Reading Difficulty, Auditory Discrimination, Instructional Materials, Library Material Selection, Oral Reading, Visual Discrimination, Word Recognition.

A diagnostic kit designed to help classroom teachers diagnose reading difficulties more adequately and motivate pupils more effectively is presented. Suggestions are applicable to lower primary children. Diagnostic techniques are outlined for subjective and objective observation of language ability, visual perception skills, auditory discrimination, and directional skill. Suggestions for formal and informal assessment of oral reading, word attack, personality, and home background are included. Remedial techniques for dealing with persistent reading difficulties are presented in detail. High interest, low vocabulary books are listed with grade levels. A bibliography is provided. (MC)

358. ED 018 346 RE 001 183
Suggestions for Developing Independent Word Attack in Reading, for Use in Basic Institute Meetings, Grades Three and Four.
By- Reece, Thomas E. And Others
Los Angeles City Schools, Calif.
Report Number LACS-IB-EC-10 Pub Date 58
EDRS Price MF-$0.25 HC-$0.90 16P.

Descriptors- *Phonetic Analysis, *Reading Skills, *Teaching Techniques, *Word Study Skills, Context Clues, Dictionaries, Pictorial Stimuli, Structural Analysis.

A guide for planning specific instruction for developing independent word attack presents the skills necessary for mastering sight vocabulary, word recognition, and the use of the dictionary. Specific definitions of terms and examples of teaching techniques with the sequence of instruction for the development of phonetic and structural analysis skills are presented. A quick reference sheet outlining basic reading skills indicates the grade level for introducing them. Detailed steps for phonetic analysis are charted as a guide for testing and teaching.

359. ED 018 347 RE 001 184
Exemplary Center for Reading Instruction, Newsletter, Volume 2, Number 2, February 1968.
By- Reid, Ethna R. And Others
Granite School District, Salt Lake City, Utah
Report Number ECRI-Vol-2-No-2 Pub Date Feb 68
EDRS Price MF-$0.25 HC-$0.70 12P.

Descriptors- *Behavior Standards, *Classroom Participation, *Classroom Techniques, *Instructional Innovation, *Rewards, Early Reading, Exemplary Center for Reading Instruction, Individual Instruction, Language Skills, Program Effectiveness, Teacher Behavior.

The newsletter collects and distributes professional articles, reports of outstanding programs, and information on materials and research in the field of educational endeavor in Granite School District, Utah. This issue is concerned with the instructional goals, program preparation, evaluation, and design of a demonstration classroom to develop independent work skills. The relationship between teacher and pupil in developing self-controlled work skills is emphasized. Center-sponsored projects and a pilot study concerning the motivation of classroom behavior are described. The publication serves as a stimulus to inservice teacher training throughout the school district in Utah. (MC)

360. ED 018 348 RE 001 185
Teaching Reading in the Elementary School--Selected References.
By- Romer, Robert D.
Los Angeles City Schools, Calif.
Report Number LACS-IB-EC-103 Pub Date 66
EDRS Price MF-$0.75 HC-$7.55 149P.

Descriptors- *Annotated Bibliographies, *Elementary Grades, *Reading Instruction, *Research Reviews (Publications), Basic Reading, Content Reading, Individualized Reading, Initial Teaching Alphabet, Language Experience Approach, Phonics, Reading Difficulty, Reading Readiness, Recreational Reading, Reference Materials.

To provide educators with background knowledge of the different aspects of elementary reading instruction, the Los Angeles city schools present a compilation of selected references. The compilation includes references on significant research, successful practices, and proposals in the following areas of reading instruction: reading readiness, approaches to reading instruction, supplementary reading, reading in the content areas, and reading disabilities. The inclusion of a reference does not imply endorsement of the technique or thesis proposed. For the controversial areas of reading instruction, statements by the proponents are included, and, whenever possible, evaluative statements on the advantages and limitations of certain proposals are provided. References are entered with complete bibliographic citations, a short annotation, and some excerpts which explain the main thesis. A list of additional references is included. (NS)

361. ED 018 349 RE 001 186
The Effect of Word Associations on the Recognition of Flashed Words.
By- Samuels, S. Jay
Pub Date Feb 68
EDRS Price MF-$0.25 HC-$1.00 18P.

Descriptors- *College Students, *Paired Associate Learning, *Reading Research, *Tachistoscopes, Reading Speed, Word Frequency, Word Recognition.

The hypothesis that when associated pairs of words are presented, speed of recognition will be faster than when nonassociated word pairs are presented or when a target word is presented by itself was tested. Twenty university students, initially screened for vision, were assigned randomly to rows of a 5 x 5 repeated-measures Latin square design. The experimental conditions were facilitation, interference, neutral, control 1, and control 2. The subjects recognized words under the five treatment conditions in a counter-balanced design. The subjects' speed of recognition was the average of the first and second correct report. Analysis of variance was used to analyze the data. There was no significant difference among the groups in speed of word recognition. No target words were read faster. The treatment effect of word association on the speed of recognition was highly significant. A discussion of factors which influence speed of reading when reading meaningful connected prose is presented. References and tables are included. This paper was presented at the American Educational Research Association Conference (Chicago, February 6-10, 1968). (BK)

362. ED 018 353 RE 001 190
Reading Skills, Grades Five and Six.
By- Sitkoff, Seymour And Others
Los Angeles City Schools, Calif.
Report Number LACS-IB-EC-60 Pub Date 62
EDRS Price MF-$0.50 HC-$3.10 60P.

Descriptors- *Curriculum Guides, *Reading Skills, Comprehension, Developmental Vocabulary, Phonetic Analysis, Structural Analysis.

This bulletin was prepared for teachers as a convenient reference to the word recognition skills relating to phonetic analysis, structural analysis, comprehension, and vocabulary building for the reading program for grades 5 and 6. It may also serve as a checklist for the teaching of these skills. The sources of reference are the teacher's editions for the California basic readers which are the Allyn and Bacon and the Ginn series. The locally prepared instructional guide "Phonics and Other Word Perception Skills, K-6" is referred to as well. The skills are arranged in outline form. The paged references indicate the placement of the skills in the teacher's editions, the textbooks for the pupils, and the instructional guide "Phonics and Other Word Recognition Skills." (Author)

363. ED 018 354 RE 001 191
Storing and Searching Reading Research by Computer.
By- Summers, Edward G.
Indiana Univ., Bloomington
Report Number CRP-OE-5-10-224 Pub Date Dec 67
Contract OEC-5-10-224
EDRS Price MF-$0.50 HC-$6.30 124P.

Descriptors- *Clearinghouses, *Information Centers, *Information Dissemination, *Information Retrieval, *Reading Research, Computers, Information Storage, Networks.

A project involving storing and searching reading research by computer was conducted (1) to identify, collect, and organize a basic corpus of research documents from the published research literature on reading, (2) to produce a Master File magnetic tape consisting of citations and annotations for computer storage and manipulation, (3) to describe the information network and flow of research literature in reading and to identify characteristics of the documents comprising the Master File, and (4) to explore the feasibility of using the Master File as part of the data base in an information retrieval system. In addition, possible relationships between the project and the Educational Resources Information Center (ERIC) and the ERIC/CRIER Clearinghouse on Reading were explored. The 5,380 citations in the Gray summaries on reading research were put on a magnetic tape Master File and were used as the data base from which to define the characteristics of the communication network in reading. One of the trends identified was the increasing importance of the International Reading Association in the generation of research literature on reading. An analysis of the data indicated a gradual increase in information on reading research over the past four decades, with much more rapid growth since the late 1950's. There are now four times as many journals reporting seven times as many articles on reading research as there were during the earlier years of the Gray summaries. The findings of this project, when used in conjunction with the ERIC system, appear to provide a working base for the establishment of an effective specialized information center for reading. References and tables are included. (Author/BL)

364. ED 018 355 RE 001 192
Using Multiple Choice Questions to Measure the Effect on Comprehension of Material Written with Select Oral Language Patterns.
By- Tatham, Susan M.
Wisconsin Univ., Madison
Report Number BR-5-0216 Pub Date Feb 68
Contract OEC-5-10-154
EDRS Price MF-$0.25 HC-$0.85 15P.

Descriptors- *Grade 4, *Language Patterns, *Readability, *Reading Comprehension, *Reading Research, Intelligence Quotient, Oral Communication, Questioning Techniques, Sex Differences, Taxonomy.

The effect of frequently used oral language patterns in written material on the reading comprehension of fourth graders was examined. Ruddell's frequency patterns were used. Two passages were constructed--the first with 4 high frequency patterns (passage A) and the second with 4 low frequency patterns (passage B). Factors within the passages that were controlled were length, readability, content, and style. Two taxonomies were used to guide the writing of comprehension questions. The 14 questions tested literal comprehension, inferential comprehension, evaluation, and appreciation. Fifty-three fourth graders at two intelligence levels were grouped by sex and randomly assigned a passage. Analysis of variance was used to analyze the data. Passage A was comprehended better than passage B. The difference in comprehension scores between the intelligence levels was significant at the .05 level. There was no sex difference in comprehension scores. Conclusions, references, and three appendixes are included. This paper was presented at the American Educational Research Association Conference (Chicago, February 6-10, 1968). (BK)

365. ED 018 356 RE 001 193
A Position Paper on the Teaching of Reading in Grades K-1-2-3.
By- Walcutt, Charles C. And Others
Kirksville Schools, Mo.
Pub Date 67
EDRS Price MF-$0.25 HC-$0.90 16P.

Descriptors- *Early Reading, *Inservice Programs, *Instructional Design, *Reading Instruction, Critical Reading, Curriculum Evaluation, Motivation Techniques, Reading Readiness, Recreational Reading.

An outline to be used as the basis for reading instruction in the primary grades in Kirksville, Missouri, is presented. The result of an inservice workshop, the outline is developed under five major headings: (1) aims and objectives, (2) the nature of reading according to the indexes used by linguists and semanticists, (3) reading readiness--the basic prereading abilities and progress, (4) initial reading instruction, and (5) rapid progress in reading development, including fundamental skills, recreational reading, and judgment of depth and quality. Suggestions for motivating and sharing recreational reading are listed. (MC)

366. ED 018 357 RE 001 194
The Effects of Systematic Variation of Speed and Direction of Object Flight and of Skill and Age Classifications upon Visuo-Perceptual Judgments of Moving Objects in Three-Dimensional Space. Final Report.
By- Williams, Harriet G.
Toledo Univ., Ohio
Report Number BR-6-8102 Pub Date Jan 68
Grant OEG-3-7-068102-0486
EDRS Price MF-$1.00 HC-$11.95 237P.

Descriptors- *College Students, *Males, *Perceptual Motor Coordination, *Secondary School Students, *Visual Perception, Perception Tests, Psychomotor Skills.

This study was conducted to investigate the effects of variations in the speed and direction of a flying object on visuo-perceptual judgments made, differences in the ability of skilled and unskilled subjects in making such judgments, and the effects of age or maturity level on the speed and accuracy of such judgments. The subjects were 54 male junior high, high school, and college students classified as skilled or unskilled depending on experience in ball competitions, performance on a velocity test, visual acuity, and depth perception capacity. They were asked to judge visually the flight of a moving object by choosing an "optimum point for interception" and quickly moving to the selected spot. Five variables were considered: (1) speed of projection, (2) vertical direction of projection, (3) horizontal direction of projection, (4) skill level, and (5) age or maturity level. Measures included a reaction time measure, a movement time index, and three measures of spatial accuracy of visuo-perceptual judgment. Results showed that the speed and accuracy with which the flight of a moving object was judged depended on speed, the horizontal direction, and the vertical direction in which the object was moving at the time of judgment. Highly skilled subjects were superior to unskilled ones in making visuo-perceptual judgments. Age had little or no effect. Tables and charts are included. (Author/NS)

367. ED 019 180 RE 001 195
Reading Developmental Skills.
By- Purdy, Robert J. And Others
Los Angeles City Schools, Calif.
Pub Date 68
EDRS Price MF-$0.25 HC-$1.55 29P.

Descriptors- *Reading Readiness, *Reading Skills, *Skill Development, Auditory Discrimination, Developmental Tasks, Elementary Secondary Education Act, Language Skills, Learning Activities, Perceptual Motor Coordination, Visual Discrimination, Visual Perception.

Developmental skills important to reading readiness are presented with suggestions to help teachers offer experiences for each child on the basis of his level of successful performance. Suggestions for teacher observation and evaluation of the child's level of visual, motor, speech, and language skills and plans and suggestions for developmental experiences and activities for strengthening these skills necessary for successful reading accomplishment are provided. A list of resource advisers in the southwest area is included. A bibliography is given. (MC)

368. ED 019 181 RE 001 199
Reading Machines for the Blind.
By- Murphy, Eugene F. Freiberger, Howard
Veterans Administration, Washington, D.C.
Report Number VA-R-660127
Pub Date Jan 66
EDRS Price MF-$0.50 HC-$3.80 74P.

Descriptors- *Blind, *Reading, *Sensory Aids, Braille, Talking Books, Visually Handicapped.

At a technical session, sixty-one participants from the fields of education, industry, government, and agencies of the blind discussed recent developments in the production and use of reading machines which permit blind persons greater independence in reading the printed page. They also explored problems inherent in these efforts and proposed solutions. The blind can obtain information from the printed page through such devices as high-powered lenses, braille, recordings, and sighted readers. Other developments discussed at this session were the optical probe, the optophone, computer-reproduced braille, spelled-speech, recognition machines, and the use of the services of the telephone network. These devices enable the blind to type and read their own typing, to identify currency, to read correspondence, to identify labels on packaged and canned goods, and to perform other tasks which require reading. A list of references on reading machines and the blind is provided. This is a summary of the Sixth Technical Session on Reading Machines for the Blind held by the Veterans Administration (Washington, January 27-28, 1966). (NS)

369. ED 019 182 RE 001 200
Individualized Reading--Its Philosophy, Research, Implementation.
By- Applegate, Don J.
Snake River Center for the Impr. of Instruction
Pub Date 68
EDRS Price MF-$0.25 HC-$0.90 16P.

Descriptors- *Classroom Environment, *Individualized Programs, *Reading Instruction, *Reading Research, *Student Attitudes, Instructional Materials, Learning Motivation, Program Effectiveness, Reading Interests, Small Group Instruction.

On the basis of selected research findings, a distinction between recreational and individualized reading and a plan for implementing an individualized reading program are discussed. Plans for flexible groupings and their combinations, sharing activities, record keeping, evaluating progress, and initiating a program are presented. Regular conferences to discuss the needs, interests, and skills of the child are described. Techniques for skill building using small groups or an individual approach are outlined, and a summary of principles underlying an individualized reading program is included. References are listed.

370. ED 019 183 RE 001 201
Applying Audio-Lingual (Oral) Technology to Beginning Reading.
By- King, Paul King, Eva
Pub Date Mar 68
EDRS Price MF-$0.25 HC not available from EDRS. 14P.

Descriptors- *Beginning Reading, *Bilingual Students, *Instructional Technology, *Primary Grades, Attention Span, Communication Skills, Listening Skills, Tape Recordings, Technology.

The role of educational technology in language communication for primary school students is discussed. It is known that communication skills develop in sequence, that there is a gap between a 6-year-old's listening and reading skills, and that reading is a multisensory skill. In addition, there are striking similarities in mastering oral language and beginning reading, and there must be one-at-a-time audiolingual performances. In one research experiment, audiolingual performance was dealt with by tape recorders, headphones, and cartridge tapes. By this method, attention span increased, intensive concentration increased, and the technical readiness of the children often surpassed that of their teachers. A pilot project on audiolingual technology and beginning reading was begun in the Virgin Islands. Teachers and students benefit from such a program. This paper was based on an illustrated lecture at the Seattle International Reading Association Conference and is a reprint from "TESOL Quarterly," March 1968. (BK)

371. ED 019 186 RE 001 205
Project Read, Title III ESEA, Planning and Pilot Activity.
By- Dockery, Gertrude
Report Number Title-3-DPSC-66-3543
Pub Date 68
EDRS Price MF-$0.25 HC-$2.10 40P.

Descriptors- *Inservice Programs, *Instructional Innovation, *Pilot Projects, Ability Grouping, Altus, Altus Independent Schools, Experimental Teaching, Instructional Materials, Oklahoma.

A pilot study of Project Read, an experimental approach to the teaching of reading, is reported. The pilot study includes students of all ability levels in the fourth, fifth, and sixth grades. Grouping was based upon the age, sex, mental ability, and the reading level of each child. Teaching machines, specially designed materials, and inservice reading workshops are used. Demonstrations of laboratory and classroom experiences are held for parents and professional visitors. The project personnel, planning sessions, and some visitations to the project are described. Some evaluations are presented, and several news releases are reproduced. (MC)

372. ED 019 187 RE 001 206
Variations in Basic Word Study Procedures for Primary Grades.
By- Mickel, Margaret Ann
Report Number Title-3-DPSC-66-2195 Pub Date Nov 67
EDRS Price MF-$0.25 HC-$0.50 8P.

Descriptors- *Phonics, *Structural Analysis, *Syllables, Boston Northampton Language Arts Program, Educational Games, Kinesthetic Methods, Sight Vocabulary, Spelling.

Classroom procedures for developing word study skills in both group and individual situations are presented. Procedures for primary grades are classified under three major levels: the whole word, the semi-analytical, and the intensive analysis approach. Ten procedures are presented, and games and activities for accomplishing word study skills are described.

373. ED 019 188 RE 001 208
Establishing an Individualized Reading Program--Rhetorical and Analytical Approaches, Upper Elementary Grades.
By- Woodring, Alberta Jayne
Report Number Title-3-DPSC-66-2195 Pub Date Oct 67
EDRS Price MF-$0.25 HC-$1.55 29P.

Descriptors- *Educational Innovation, *Individual Instruction, *Program Development, *Reading Programs, Basic Skills, Boston Northampton Language Arts Program, Evaluation Techniques, Language Arts, Program Evaluation, Reading Materials.

Rhetorical and analytical approaches for establishing a comprehensive individualized reading program are presented. The assumption that if the experiences are pleasurable, the child will continue to read is basic to the total approach. The structure of the program and procedures for determining the child's recreational, instructional, and frustration reading levels are described. Directives are given for pupil orientation and for teacher guidance of the individualized approach. Plans provide for reading materials, skill-building exercises, small group instruction, and conferences for the evaluation of pupil progress. Samples of records, skill-building exercises, and directions for implementing them are included. (MC)

374. ED 019 189 RE 001 209
Individualized Reading at Third Grade Level.
By- Quick, Ruth
Report Number Title-3-DPSC-66-2195 Pub Date Oct 67
EDRS Price MF-$0.25 HC-$1.00 18P.

Descriptors- *Educational Innovation, *Individual Instruction, *Reading Programs, Basic Skills, Boston Northampton Language Arts Program, Reading Materials.

Some procedures for the organization of an individualized reading program at the third-grade level are outlined. Plans for preliminary testing, for establishing the reading environment, for assisting in the choice of teaching materials, and for recording pupil performance are presented. Some of the activities suggested to follow reading a book include book reports, choral speaking, dramatization, creative writing, experiments, research, and crafts. Grouping for skill development, sharing experiences, and evaluation of progress is outlined. Samples of book report forms, charts, and a list of practice skills are included.

375. ED 019 190 RE 001 210
General Improvement of Reading, Grades 1-12, Teacher Training Program of Title III, P. L. 89-10.
By- Mahaffey, James P. And Others
Pub Date 67
EDRS Price MF-$0.25 HC-$2.45 47P.

Descriptors- *Classroom Techniques, *Inservice Programs, *Teacher Attitudes, *Teacher Improvement, Basic Skills, Brookland Cayce Schools, Program Evaluation, Reading Materials, South Carolina, Student Attitudes, Student Grouping, Student Interests.

The evaluation of a project in reading instruction in a teacher training program is reported. The project was an extensive effort to upgrade the teaching of reading skills at the elementary, junior, and senior high school levels. Teachers were oriented to new materials and new approaches for teaching basic reading skills. The use of selected materials reflected major methods of teaching phonics, linguistic techniques, basal readers, language experience, and individualized reading. A detailed outline for all phases of the program is included. Plans and suggestions for the continued operation of the project are provided. (MC)

376. ED 019 191 RE 001 211
Programmed Instruction As an Approach to the Teaching of Reading, Writing and Arithmetic to Retarded Children.
By- Bijou, Sidney W. And Others
Pub Date Apr 68
EDRS Price MF-$0.25 HC-$1.05 19P.

Descriptors- *Mental Retardation, *Motivation Techniques, *Positive Reinforcement, *Programed Materials, *Reading Instruction, Academic Achievement, Arithmetic, Behavior Change, Classroom Environment, Experimental Programs, Ranier School and White River School District, Reading Skills, Rewards, Writing Skills.

Research in which behavior theory was applied to teaching reading, writing, and arithmetic to retarded children is reported. Twenty-seven educably retarded children participated in the core group. The mean mental age was 11 years and the mean IQ was 63. In an experimental environment of approval, encouragement, and token reinforcement, a motivational system for each child gradually emerged to promote cooperation, effective study, and independence. Programed materials and procedures for reading, writing, and arithmetic were designed to reward correct responses with candy, toys, and outings. Continuing reevaluation and revision of teaching materials, the varying and shifting of schedules of reinforcement, and the size of work units derived from actual child performance played a central role in tasks involving serial learning. The programs are being revised, refined, and extended through continuing research. (MC)

377. ED 019 194 RE 001 214
The Use of Individualized Multisensory Materials to Develop a Basic Sight Vocabulary.
By- Crawford, Frances N.
Abington High School, Pa., North Campus
Report Number Title-3-DPSC-67-4194 Pub Date Jun 67
EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *Audiovisual Aids, *High School Students, *Individual Instruction, *Retarded Readers, *Sight Vocabulary, Reading Skills, Sight Method, Word Recognition.

Two sets of multisensory devices were used to determine whether their individualized use would help retarded readers develop a basic sight vocabulary. Students who had spent 9 or 10 years in school and who were reading at the second-reader instructional level were given the Daniels Word Recognition List, Forms A and B, as pretests and post-tests. New words were learned through the "Language Master" which allows each student to see the word, hear it, and say it. After mastering the words, the child checked his skill through the "Flash X" which flashes a word one-thirtieth of a second. Tests on words most frequently used in reading and writing English were given periodically. Since nine out of 10 students tested gained 1 year in basic sight word recognition, it seemed that the individualized use of the multisensory devices helped develop a basic sight vocabulary. It is recommended that a definite schedule for practice and checking be arranged for the students, that teachers be given more time through better structuring, and that more scientifically controlled research be made. (NS)

378. ED 019 195 RE 001 215
How First-Grade Teachers Spend Their Time Teaching Language Arts to Disadvantaged Urban Children.
By- Serwer, Blanche L. Harris, Albert J.
Pub Date 19 Feb 66
EDRS Price MF-$0.25 HC-$0.75 13P.

Descriptors- *Disadvantaged Youth, *Grade 1, *Language Arts, *Reading Instruction, *School Schedules, Basic Reading, Beginning Reading, City University of New York, Language Experience Approach, Phonics, Time Blocks.

The results of a study of the time allocated to various aspects of language arts by 48 teachers of 1,600 first-grade disadvantaged urban children in New York City are reported. Twelve classes each were assigned to one of four methods used in the CRAFT Project (Comparing Reading Approaches to First-Grade Teaching with educationally disadvantaged children): (1) basal reader, (2) basal reader with phonovisual techniques, (3) language-experience, and (4) language-experience with audiovisual supplementation. Teacher logs were completed by the teachers daily for November and December 1964 and for 5 consecutive days of each subsequent month to May 1965. Data collected showed that the teachers emphasized appropriate activities for five reading activities and 10 supportive language arts activities, but they differed significantly in the time spent for six of these activities. The significant differences were in the direction consistent with the assigned methods of instruction. Examples of the teacher logs used are appended. This paper was presented at the American Educational Research Association Conference (Chicago, February 19, 1966). (NS)

379. ED 019 196 RE 001 216
Education and Careers of Remedial Reading Specialists in New York City.
By- Serwer, Blanche L.
Pub Date 66
EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *Special Services, *Specialist in Education Degrees, *Teacher Supply and Demand, City University of New York, Reading Clinics, Remedial Reading Programs, Teacher Certification, Teacher Placement, Teacher Salaries.

Practices related to the education, training, and careers of reading remediation specialists in New York City are reviewed. New York City was studied because its program of remediation is expanding to meet the needs of large numbers of disadvantaged children, many of whom are severely retarded in reading. The study indicated that New York City required no advanced education degrees in this field and does not offer additional salary for advanced preparation. Special positions such as corrective reading teachers, reading improvement teachers, district consultants, and reading counselors are filled with classroom teachers who are untrained as specialists. Local universities offer higher degrees for reading specialists, but, because of salary differentials offered elsewhere, trained personnel seek employment elsewhere. Tables and references are included. This paper was presented at the Tenth Annual Congress of the Inter-American Society of Psychology (Lima, Peru, April 2-6, 1966). (MC)

380. ED 019 197 RE 001 219
The Assessment of Children's Statements of the Main Idea in Reading.
By- Otto, Wayne And Others
Pub Date 26 Apr 68
EDRS Price MF-$0.25 HC-$0.85 15P.

Descriptors- *Functional Reading, *Rating Scales, *Reading Comprehension, *Reading Tests, Readability, Verbal Stimuli.

A continuation of a study of pupils' ability to formulate and state a literal main idea in the reading of short, specially constructed paragraphs is reported. One of the major tasks was to develop a descriptive profile of the main idea responses for a group of 400 second- and fifth-grade pupils. A 12-point scale was used for the numerical ordering of responses of three paragraphs at the first-grade readability level. Responses required a synthesis of both subject and predicate in one sentence and were coded and categorized by three judges. Data from both grades were examined separately to make informal comparisons. Interjudge reliability coefficients were very high for paragraphs combined and separate. Low interparagraph correlations indicated the paragraphs were not interchangeable. Second graders tended to reply in title-like responses, indicating an inability to cope with complete statements. Since the majority of fifth graders were able to respond adequately, there is a need for work with more complex tasks at this level. Further experimentation is planned. References are listed. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (MC)

381. ED 019 198 RE 001 220
Basal Reader Programs--How Do They Stand Today.
By- Staiger, Ralph C.
Pub Date Apr 68
EDRS Price MF-$0.25 HC-$0.80 14P.

Descriptors- *Basic Reading, *Reading Instruction, *Reading Materials, Oral Reading, Readability, Reading Research, Silent Reading, Word Recognition.

The development of the basal reader from its beginnings in the late 1700's to its status in the graded schools of today is surveyed. The McGuffey Readers are cited as the first carefully graded series of one reader for each grade in the elementary school. Since then, changes in content, typography, in quantity and quality of illustrations, binding, and in supplemental materials have been radical. The scientific study of reading and the measurement of reading ability have given rise to the importance of silent reading, the teacher's manual, and supplementary seatwork materials. Presently, the most telling criticisms of basal systems concern the lack of incorporation of research findings in their methodology. Fifteen conclusions are presented as important influences which may shape the primary level basic reader program of the future. Questions are posed concerning the influence of high speed technology, computer-assisted instruction, and television upon the adoption of new ideas into basal readers. References are listed.

382. ED 019 199 RE 001 221

An Integrated Team Teaching Approach to Methods Course.

By- Skeel, Dorothy

Pub Date 26 Apr 68

EDRS Price MF-$0.25 HC-$0.45 7P.

Descriptors- *Methods Courses, *Preservice Education, *Teacher Education, *Team Teaching, College Students, Elementary School Science, Instructional Media, Language Arts, Mathematics, Social Studies, Specialists.

Teacher Education through Applied Methods (TEAM), an experimental program for the integration of elementary methods courses, is discussed. Specialists who may form a teaching team are often from the areas of language arts, mathematics, science, social studies, and instructional media. The purposes for developing a team approach are to reduce the overlap of methods courses content, to develop a favorable attitude toward innovation and change, to provide practical applications of theory, to give experience in the analytical study of the teaching-learning process, to increase cooperation between the teacher education institution and the local school system, and to foster interaction toward teacher education among the team members. The program includes the use of simulated materials, major topics, and methods courses. The correlation among the content areas is described. Flexibility in scheduling and closer student-faculty relationships are considered inherent in the program. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (BK)

383. ED 019 200 RE 001 222

Teacher Aide Experiences As a Supplement to Reading Methods Courses.

By- Gallant, Ruth

Pub Date Apr 68

EDRS Price MF-$0.25 HC-$0.70 12P.

Descriptors- *Education Majors, *Preservice Education, *Teacher Aides, *Teacher Education, Bloomington, Indiana, Indiana University, Methods Courses, Student Teachers.

The coordinated efforts of a team of educators from the School of Education, Indiana University, and personnel at four schools in the Bloomington Metropolitan System to provide teacher aide experiences for elementary education majors as an introduction to the teaching program through classroom observations, work with individual pupils, small-group instruction, and whole-class instruction are reported. The teaching strategies and principles presented in four methods courses were demonstrated, applied, and evaluated in actual elementary classroom situations. The students met with the professors three times a week and spent 2 full mornings in the elementary classrooms under the guidance of the cooperating teachers. After 8 weeks, assignments were shifted to provide students with experiences at the primary and intermediate levels. The program allowed the students to see the limitations of their preservice preparation and enriched their knowledge of teaching strategies and the materials of instruction. Three major defects of the program were recognized: (1) the reduction of student time to prepare for course-work assignments, (2) the discrepancy between classroom practices and principles presented in the methods courses, and (3) situations for which the students were unprepared. Steps to check these weaknesses are being considered. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (NS)

384. ED 019 201 RE 001 223
State Certification of Reading Teachers and Specialists--Review of the National Scene.
By- Kinder, Robert Farrar
Pub Date Apr 68
EDRS Price MF-$0.25 HC-$0.75 13P.

Descriptors- *Reading Consultants, *State Agencies, *State Standards, *State Surveys , *Teacher Certification, Course Descriptions, Courses, Reading Instruction, Specialists.

The certification requirements for reading personnel at the state level for 50 states, the District of Columbia, and Puerto Rico were studied. Questionnaires were mailed to the state education certification officers. Twenty-five of the 52 agencies polled required certification for reading specialists. Most states did not require special training for persons who taught or supervised reading classes or programs. The state agencies identified themselves and teacher-training institutions as the groups who initiated the certification program. Nine state agencies certified a reading specialist, eight a special teacher of reading, eight a clinician, seven a supervisor, and four a reading consultant. Eight reading certification credentials appeared to meet the International Reading Association's standards. Of the 27 states that did not have certification requirements, 15 are in various stages of developing a program. Questions and recommendations are included. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (BK)

385. ED 019 202 RE 001 224
Using the Cloze Procedure As a Testing Technique.
By- Kirby, Clara L.
Pub Date Apr 68
EDRS Price MF-$0.25 HC-$0.75 13P.

Descriptors- *Cloze Procedure, *Elementary Grades, *Measurement Techniques, *Oral Reading, *Silent Reading, Age Differences, Intelligence Differences, Reading Achievement, Reading Comprehension, Sex Differences.

The study was designed to determine whether scores from a cloze test would differ significantly from scores on selected standardized silent and oral reading tests. Pupils in grades 1 through 6 in an elementary school in the midwest (N-178) served as subjects. The mean intelligence quotient for the total group was 101.7. The variables considered were sex, reading achievement, ability level, and grade level. The Gates Reading Tests, the Gilmore Oral Reading Test, the Gray Oral Reading Test, and a cloze test were administered during a 6-week period. Mean differences among the four instruments were significant for grades 1 through 4, between sexes, low ability students, and able and less able readers. There were no significant differences among the mean scores on the instruments at the fifth- and sixth-grade levels, for high ability students, or for outstanding readers. Mean scores on the cloze test did not differ from the Gilmore Test at any level or for any subgroup. Mean scores on the cloze test did not differ significantly from those on the Gates Reading Tests except in grades 1 and 2. Mean scores on the cloze test differed significantly from those on the Gray Oral Reading Test for the total sample, grade 1, grade 3, girls, able readers, and less able readers. Inspection of rank order of the means for the total sample and for all subgroups revealed a generally consistent pattern. Conclusions and references are included. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (BK)

386. ED 019 203 RE 001 225
Utility of Vowel Digraph Generalizations in Grades One through Six.
By- Bailey, Mildred Hart
Pub Date 25 Apr 68
EDRS Price MF-$0.25 HC-$0.60 10P.

Descriptors- *Phonetic Analysis, *Phonics, *Vowels, *Word Recognition, Beginning Reading, Reading Development, Reading Instruction, Reading Skills, Textbooks.

Some vowel digraph generalizations presently taught were investigated to determine the overall utility of the generalizations when applied to a list of representative words met by children in reading instruction in grades 1 through 6, to determine the utility of all possible subgroups of adjacent vowels, and to evolve new digraph generalizations applicable to large numbers of words. An overall utility of 33 percent was found when the original vowel digraph generalization was applied to a list of 506 words containing adjacent vowels. Four subgroups had a percentage of utility above 50 percent: "ai," "ea," "ee," and "oa." Two generalizations which were formulated and investigated yielded 72 and 92 percent of utility. The study concluded that children in grades 1 through 6 should improve in word analysis if they understand that when two vowels are together in a word, only one vowel sound is usually heard. More specific phonic generalizations should prove useful to the children who should know that vowel digraphs are usually affected by the consonants that follow. Care should be taken to assist children to develop flexibility in the use of all phonic generalizations. Tables and references are included. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (JM)

387. ED 019 204 RE 001 226
Building Effective Comprehension Skills.
By- Cushenbery, Donald C.
Pub Date Apr 68
EDRS Price MF-$0.25 HC-$0.55 9P.

Descriptors- *Reading Comprehension, *Skill Development, Evaluation Techniques, Physical Characteristics, Prereading Experience, Reading Development, Teaching Procedures, Word Recognition.

Building effective comprehension skills is discussed. Factors related to comprehension are physical health, mental development, experiential background, word recognition, and the purposes of the reader. Comprehension skills can be grouped into these areas: reading for details, reading for main ideas, reading to differentiate between fact and opinion, reading to follow directions, reading maps, charts, and graphs, reading to predict outcomes, reading to follow the writer's plan and intent, and reading to summarize and organize. Principles for the effective teaching of comprehension skills and evaluation techniques are presented. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (BK)

388. ED 019 205 RE 001 227
A Comparative Study of the Validity of the Botel Reading Inventory and Selected Standardized Tests.
By- Botel, Morton

EDRS Price MF-$0.25 HC-$1.05 19P. Pub Date 26 Apr 68

Descriptors- *Age Grade Placement, *Individual Tests, *Reading Level, *Test Validity, Botel Reading Inventory, Oral Reading, Penn Valley School, Reading Diagnosis, Silent Reading, Standardized Tests.

The extent of the relationship of the Botel Reading Inventory, Forms A and B, and selected standardized tests to the instructional reading level of pupils in grades 1 to 6 were investigated to provide evidence concerning the validity of the tests. The cooperative checkout was employed as a criterion. Teacher observation and pupil oral reading fluency were also used as validity checks. Correct grade placement was based upon ease of reading at, below, or above grade level. All reading test scores were correlated with the criterion, the instructional level of the pupils, and the Botel Inventory was correlated with the standardized tests to provide information on the congruent validity of the inventory. Results indicated that, except for third grade, the Botel Reading Inventory might be superior to the standardized silent reading tests used in this study in placing pupils at their correct instructional levels. It was found that while the standardized tests overplaced more pupils than did the Botel Reading Inventory, many pupils were either correctly placed or underplaced by the standardized silent reading tests rather than overplaced. It was noted that some able pupils were limited to grade level on basal reading material or, at most, to one grade level beyond grade placement, despite the fact that their performance in oral reading and comprehension was almost perfect. References and tables are provided. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (MC)

389. ED 019 206 RE 001 228
An Analysis of Factors Associated with Informal Reading Tests at the Eighth Grade Level.
By- Kender, Joseph P.

EDRS Price MF-$0.25 HC-$0.95 17P. Pub Date 26 Apr 68

Descriptors- *Grade 8, *Informal Reading Inventory, *Reading Comprehension, *Reading Research, *Reading Tests, Inner Speech (Subvocal), Oral Reading, Reading Level, Silent Reading, Test Validity.

Factors pertaining to informal reading tests were analyzed. Subjects were 100 eighth graders in a junior high school. The median nonverbal intelligence test score for the group was 116.37. Three informal reading tests were administered: the Informal Reading Inventory, the Experimental Reading Inventory, and the Botel Reading Inventory. The graded texts were read silently and orally, and comprehension was checked after each reading. Criteria were used for scoring as prescribed by Kilgallon and Cooper. Analysis of variance, correlation, and z ratios were used to analyze the data. Results indicated that the differences among the mean instructional levels of the three tests were significant except between the Informal Inventory and the Experimental Inventory. Correlations among the instructional levels of the three tests were all positive and high. When the Experimental Inventory was scored by both the Kilgallon and Cooper criteria, the difference obtained was significant. There was a significant difference between silent and oral reading comprehension. Reading performance was adequate despite vocalizing for good readers and poor readers. Additional results, conclusions, and references are presented. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (BK)

390. ED 019 207 RE 001 229
An Evaluative Look at the Cooperative Studies of Reading in First and Second Grade.
By- Eller, William
Pub Date 5 Apr 68
EDRS Price MF-$0.25 HC-$0.55 9P.

Descriptors- *Comprehensive Programs, *Educational Benefits, *Reading, *Research, *Review (Reexamination), First Grade Reading Studies.

The contributions of the "First Grade Reading Studies" funded by the United States Office of Education are discussed. The studies contributed in the areas of subjective benefits, generalizations about school and classroom procedures, and the objective collection of data. Of the subjective benefits, the establishment of a precedent was most important. The establishment of a coordinating center was another first. The effect of using various methods and materials for the motivation of teachers was beneficial. Involvement in the cooperative research also enhanced teacher understanding of appraisal techniques. The findings were divided between those which affirmed concepts held and those which supported concepts not generally endorsed in the profession. The first-grade studies shifted the emphasis of research from artificial controversies to more meaningful factors. This paper was presented at a joint meeting of the International Reading Association and the National Conference on Research in English (Boston, April 25, 1968). (BK)

391. ED 019 208 RE 001 230

Interrelating Listening and Reading.

By- Hollingsworth, Paul M.

Pub Date Apr 68

EDRS Price MF-$0.25 HC-$0.75 13P.

Descriptors- *Classroom Techniques, *Listening Skills, *Reading Skills, *Review (Reexamination), Comprehension, Language Skills, Listening, Prediction, Reading, Vocabulary Skills.

The interrelationships between listening and reading are discussed. Some common elements between the two skills are vocabulary, sentence patterns, organization of ideas, and adjustment to the function of language. Listening comprehension is positively related to reading comprehension. Reading and listening involve the same mental processes--stimuli and preception. Differences between the two center around the rate of presentation and the number of times the information is available. It has been found that a listening test is as effective a predictor of success in reading as a standardized reading test. Classroom listening or reading instruction should involve the goals established for the learner, the practice necessary to achieve that goal, and an evaluation of progress. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (BK)

392. ED 019 209 RE 001 231

Literature and the Development of Reading Skills.

By- Early, Margaret J.

Pub Date Apr 68

EDRS Price MF-$0.25 HC-$0.80 14P.

Descriptors- *Literature, *Objectives, *Reading Instruction, *Secondary School Students, Literature Appreciation, Reading Habits, Reading Interests, Reading Skills.

The major goals of reading and literature were clarified to emphasize the role of literature as a vehicle for enjoyment rather than for the development of reading-study skills. The major goal of reading instruction is the development of proficiency in tasks requiring reading. This goal includes the development of basic vocabulary and comprehension skills, the rate of reading, reading habits, study skills, study techniques, and desirable attitudes. The reading teacher's main concern, however, should be the development of basic vocabulary and comprehension skills for the reluctant readers and providing for intensive practice of study techniques and rate improvement for motivated readers. The motivation and extension of study skills and techniques for all students should be the concern of the content fields. The development of desirable attitudes should be fostered in a literature program made possible by the wise selection of books to be read incommon and the use of incommon reading to teach students how to read to enjoy various types of literature. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (NS)

393. ED 019 210 RE 001 232
The Role of Phonics in Teaching Reading.
By- Bagford, Jack
Pub Date Apr 68
EDRS Price MF-$0.25 HC-$0.75 13P.

Descriptors- *Beginning Reading, *Phonics, Reading Instruction.

Teachers and reading specialists almost universally accept phonics content in reading programs. There are, however, disagreements about phonics which involve questions such as how phonics should be presented, what content should be included, and when it should be emphasized. This study raises some basic issues and provides guidelines for action. The analytic and synthetic approaches have been used during recent decades. However, teacher judgment and knowledge of what is best must still be relied on. The study concluded that phonics has an extremely important role to play in the teaching of reading. Phonic analysis is best used in conjunction with other word identification techniques to unlock words which are known in their spoken form but unknown in their written form. Teachers rather than methods are the most important variable in the teaching process. Teachers should be aware of research relating to methods and materials and should utilize their knowledge in adjusting procedures to individual needs in their classrooms. References are included. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (JM)

394. ED 020 074 RE 001 197
The Final Report of the Institute for Advanced Study in Reading for Teams of Principals and Teachers, Grades 7-12, Conducted at New Mexico State University.
By- Williams, Richard P.
New Mexico State Univ., Las Cruces, Bur. Educ. Res.
Report Number PUB-9 Pub Date Oct 67
Contract OEC-4-7-490314-2265
EDRS Price MF-$0.25 HC-$2.90 56P.

Descriptors- *Inservice Programs, *Program Evaluation, *Reading Instruction, *Secondary School Teachers, *Summer Institutes.

This report presents an evaluation of the 8-week NDEA Institute for Advanced Study in Reading at New Mexico State University, summer of 1967, by the 27 participants and the director of the institute. Reading specialists from across the nation served as consultants. Administrators, supervisors, and teachers of secondary school reading who had not taken more than one graduate course in the teaching of secondary reading participated in the institute and were concerned with the institute's objectives, administration and organization, and instruction and staff. The success of the institute is attributed to the sufficient time provided for preplanning, the careful selection of consultants and participants, the use of a variety of activities and learning experiences, the availability of materials and equipment, and the flexibility of the daily schedule. Examples of the evaluation forms used and appendixes are included. (NS)

395. ED 020 075 RE 001 198
Teaching Literature and Reading Simultaneously, Ninth Grade English.
By- Kinkead, Thomas Levine, Milton
Ramapo Central Sch. Dist. No. 2, Spring Valley, N.Y.
Pub Date 64
EDRS Price MF-$0.25 HC-$2.90 56P.

Descriptors- *Content Reading, *Grade 9, *Individual Differences, *Literature Guides, *Reading Comprehension, Creative Reading, English Literature, Functional Reading, Group Discussion, Interpretive Reading, Literature Programs, Reading Comprehension, Reading Instruction, Reading Programs, Study Skills.

Specific study materials and a guide for teaching reading comprehension and literature are presented. The study materials provide for a wide range of ability and achievement and are applied to the titles regularly used in the ninth-grade literature program of the Ramapo Central School District in Spring Valley, New York. Excerpts from "The Thread That Runs So True," "Romeo and Juliet," "The Odyssey," and "Great Expectations" are found in the literature anthology "Adventures in Reading." Attention is given to reading for details, main idea placement, vocabulary, word and phrase meaning, relationships, cause and effect, sequence of events, predicting outcomes, reading for inference, identification of foreshadowing, plot structure, tools of the poet, characterization, character analysis, and character development in the various exercises included. An answer key is provided, although the authors caution that there are few absolute answers for exercises designed to stimulate exploration and discussion. (KJ)

396. ED 020 076 RE 001 204
Language Arts Curriculum Guide for the Model Developmental Reading School.
By- Wolff, Helen D. And Others
Report Number Title-3-DPSC-67-3407 Pub Date 67
EDRS Price MF-$0.25 HC-$2.20 42P.

Descriptors- *Curriculum Guides, *Developmental Reading, *Language Arts, *Nongraded System, *Reading Instruction, Reading Comprehension, Reading Speed, Study Skills, Word Recognition.

A language arts curriculum guide was developed by the reading school staff for the Model Developmental Reading School, a Title III ESEA project, sponsored by the Piedmont Association for School Studies and Services, Greensboro, North Carolina. Since reading should be taught in the course of developing a well-rounded language arts program, this curriculum guide contains the essential elements of a language arts program--listening, speaking, reading, and written expression. A brief resume of each area is given. However, since the main objective of the project is to improve reading instruction, reading is treated more extensively than the other areas. Activities and procedures for developing word recognition skills, comprehension skills, study skills, and rate of reading are presented. To provide for individual needs, a nongraded, developmental approach is used. The skills, understandings, and activities proceed from simple to complex rather than by grade levels. A bibliography of references is included. (NS)

397. ED 020 077 RE 001 207
Development of an Individualized Reading Program for the Second Grade.
By- Goldman, Evelyn
Report Number Title-3-DPSC-66-2195
Pub Date Aug 67
EDRS Price MD-$0.25 HC-$1.25 23P.

Descriptors- *Grade 2, *Individualized Reading, *Teaching Guides, Boston Northampton Language Arts Program, Program Evaluation, Reading Comprehension, Reading Habits, Reading Improvement, Reading Interests, Reading Programs.

This report on the development, implementation, and evaluation of an individualized reading program at Northampton Elementary School during the school year 1966 to 1967, part of the Boston-Northampton Comprehensive Language Arts Program, a Title III ESEA project, provides a guide for establishing an individualized reading program in the classroom. Built around the experiences of a second-grade teacher, the report describes how the teacher and the children were prepared for the program, how the program was integrated with the total reading program, and how desired goals were achieved. Evaluation was done through pupil book reports, pupil-teacher conferences, interest inventories, reading tests, and reading skills checklists. Each child's progress was recorded in his own reading record and the teacher's record for each child. At the end of the school year, it was concluded that all the desired goals were achieved since there was a general growth in comprehension skills and positive attitudes toward books and reading. Samples of the evaluation forms used are shown in the appendix. (NS)

398. ED 020 078 RE 001 233
Reading in the Content Areas--Instruction and Application.
By- Shepherd, David L.

EDRS Price MF-$0.25 HC-$0.55 9P. Pub Date Apr 68

Descriptors- *Content Reading, *Fundamental Concepts, *Reading Skills, *Vocabulary Skills, Abstract Reasoning, Mathematical Concepts, Reading Comprehension, Scientific Concepts, Social Sciences, Teaching Procedures.

The theme of this paper is that every teacher is a teacher of reading wherever and whenever the skills are needed. Since the reading consultant is primarily concerned with remediation, the need for implementing reading skills in subject matter courses is in the hands of the teachers in each of these areas. The teaching of the fundamental understandings, the language, and the technical vocabularies peculiar to each content subject are discussed. The identification of specific skills and the determination of procedures and techniques necessary for teaching those skills is emphasized. Fusing the teaching content with reading is important. For example, those reading-study skills common to all content fields require a different and peculiar use in separate subject-matter areas. These differences as they apply to content areas are described, and procedures are suggested for various purposes and types of material. References are included. This paper was presented at the College Reading Association Conference (Knoxville, Tenn., April 1968). (MC)

399. ED 020 079 RE 001 236
Using Individualized Reading As a Diagnostic Technique.
By- Wilson, Richard C.

EDRS Price MF-$0.25 HC-$0.45 7P. Pub Date 25 Apr 68

Descriptors- *Individualized Reading, *Reading Diagnosis, *Reading Instruction, *Student Records, Instructional Innovation, Oral Reading, Reading Comprehension, Reading Materials, Silent Reading, Word Recognition.

The identification and rectification of personal reading needs through individualized reading procedures are discussed. The shift of corrective reading from group to individual needs is urged. Remediation should begin with topics agreeable and enjoyable to the learner. Through pupil conferences using this type of material, remediation and skill growth can be directed and motivated toward personal satisfaction. Continual diagnosis of needs is dependent on detailed anecdotal records concerning pupil interests, free reading, and a skill building profile. Sharing the findings with each child, his parents, and other professional staff members is recommended as a possible aid to healthy improvement of skills and sympathetic understanding of disabilities. References are listed. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (MC)

400. ED 020 080 RE 001 237
Relation of First Grade Reading and Composition.
By- Smith, Carl Bernard
Pub Date Apr 68
EDRS Price MF-$0.25 HC-$0.90 16P.

Descriptors- *Beginning Reading, *Low Income Groups, *Phonics, *Reading Research, *Written Language, Comparative Analysis, Comparative Testing, Evaluation Needs, Open Court Readers, Social Background, Statistical Analysis, Teaching Methods, Vocabulary Skills.

A study was conducted to determine the relationship of reading method and composition and to discover a way to evaluate first-grade composition. Participants were 779 low income, first-grade children from six cities. There were no significant differences between the experimental and control groups in social background, maturation, intelligence, and the quality and experience of their teachers. The only known variable between the two groups was the method of teaching. The results for word and paragraph meaning on a standard test indicated a significant difference in favor of the experimental phonics group. The anticipated high correlation between reading method and written composition was confirmed. The children in the low income areas could write comprehensible compositions of several sentences. It was concluded that writing was a feasible exercise in the first grade and was perhaps a desirable instructional tool for the first grade. The instrument developed to evaluate the compositions was efficient and reliable. Followup suggestions and suggestions for further research are provided. References are listed. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (MC)

401. ED 020 081 RE 001 238
Use of the Illinois Test of Psycholinguistic Abilities As a Readiness Measure.
By- Slobodzian, Evelyn B.
Pub Date 25 Apr 68
EDRS Price MF-$0.25 HC-$0.60 10P.

Descriptors- *Diagnostic Tests, *Elementary School Students, *Kindergarten Children, *Reading Readiness, Auditory Visual Tests, Glassboro, Glassboro State College, Illinois Test of Psycholinguistic Abilities, Individual Development, Language Ability, New Jersey, Psycholinguistics, Reading Ability, Reading Readiness Tests, Verbal Ability.

The Illinois Test of Psycholinguistic Abilities, a test designed for children aged 3-9, is of value to the kindergarten or first-grade teacher in diagnosing for the purpose of remediation, especially in communities where disadvantaged areas exist. From its use, the teacher can determine background inadequacies, differences between the level of a child's ideas and his ability to express them, deviations in auditory and visual abilities, degrees of self-confidence in language usage, differences in hearing and speaking vocabularies, and articulation problems. Test results allow the teacher to create programs that develop reading readiness on the basis of individual needs. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (BS)

402. ED 020 082 RE 001 240
Reading Tests and Teachers.
By- Farr, Roger
Pub Date Apr 68
EDRS Price MF-$0.25 HC-$0.55 9P.

Descriptors- *Evaluation, *Measurement Goals, *Reading Tests, Evaluation Techniques, Informal Reading Inventory, Objectives, Reading Achievement, Reading Diagnosis, Reading Skills, Testing.

Tests should be carefully examined if teaching objectives are to match test objectives. Teachers should become more proficient in the broader aspects of evaluating reading performance and should employ a wider variety of evaluation techniques. The use of standardized reading tests as indicators of instructional reading level should be abandoned. Publishers should be forced by test users to discover that it is unprofitable to publish a test that does not meet the American Psychological Association's minimum standards. Subtest scores of standardized reading tests should be interpreted with considerable caution. Eight references are given. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (Author/RJ)

403. ED 020 083 RE 001 241
Dyslexia--Is There Such a Thing.
By- Botel, Morton
Pub Date 27 Apr 68
EDRS Price MF-$0.25 HC-$1.10 20P.

Descriptors- *Dyslexia, *Individual Development, *Learning Disabilities, *Maturation, *Retarded Readers, Genetics, Individual Differences, Language Handicapped, Learning Difficulties, Neurological Defects.

The theory of developmental dyslexia is contrasted with the theory of developmental immaturity to explain extreme reading retardation. Dyslexia is defined as an organically based reading disability which is determined indirectly since no anatomic lesion, chromosome, or gene has yet been found responsible. Dyslexia is usually deduced from (1) genetic findings (frequency of occurrence within families, greater incidence among boys), (2) by a process of eliminating other possible causes, (3) by the identification of soft neurological signs, and (4) by the effectiveness of special methods of instruction. The theory of developmental immaturity is based on four interrelated aspects of individual differences: normality, variability, covariability, and velocity. In this view, reading retardation is explained as an accumulation of specific deficits in trait performance. The absence of a comprehensive, individualized instructional program is considered basic in accounting for reading retardation. It is noted that sufficient evidence is not available to enable us to accept or reject either theory. Fifteen references are included. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (RJ)

404. ED 020 084 RE 001 242
Empirical Determination of the Instructional Reading Level.
By- Bormuth, John R.
Pub Date Apr 68
EDRS Price MF-$0.25 HC-$0.40 6P.

Descriptors- *Cloze Procedure, *Information Processing, *Readability, *Reading Comprehension, *Reading Material Selection, Independent Study, Informal Reading Inventory, Information Theory, Reading Assignments, Reading Level, Reading Tests, Redundancy.

The first of a series of studies designed to investigate the suitability of instructional materials with regard to levels of difficulty is reported. The study attempted to determine whether some range of difficulty maximized the amount of information students gain as a consequence of reading instructional materials. In order to form 129 pairs according to reading ability, students ranging from grade 3 through graduate level were given a cloze test. One member of each pair was given a cloze readability test over a passage to determine the difficulty of the passage for that pair. The other member of the pair determined how much information that pair gained by reading the passage. He first guessed the answers to a multiple choice test and then read the passage and took the same test again. Information gain was determined by subtracting the score of his first test from the score of the second. It appeared from the data obtained that it may be possible to establish fairly definite standards of what is a suitable passage for use by a child. It was found that scores on cloze tests do not depend solely on a subject's prior knowledge of the content of a passage. Eight references are given. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (KJ)

405. ED 020 085 RE 001 243
School Entrance Variables and Later Achievement and Personality.
By- Binkley, M. Edward
Pub Date 26 Apr 68
EDRS Price MF-$0.25 HC-$0.80 14P.

Descriptors- *Academic Achievement, *Elementary School Students, *Personality Development, *Readiness, Age, Prereading Experience, Racial Differences, Sex Differences, Student Evaluation.

School entrance variables affect later student performance. This statement was studied by analyzing the effects of chronological age and readiness level at school entrance and sex and racial difference (white and Negro) on the fourth-grade achievement and personality adjustment of 1,110 pupils of 39 schools located in culturally deprived areas of metropolitan Nashville, Tennessee. Results of tests administered in grade 4 showed that first-grade readiness was the most important factor affecting later student achievement. This suggests that a community-wide preschool development testing program to raise the readiness level of students should be carried out. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). A more complete report of this research was reported in a dissertation (University of Tennessee, June 1967) which is available from University Microfilms. (BS)

406. ED 020 086 RE 001 244
A Reading Program for Gifted Children in the Primary Grades.
By- Bigaj, James J.
Pub Date 25 Apr 68
EDRS Price MF-$0.25 HC-$0.60 10P.

Descriptors- *Elementary School Students, *Gifted, *Instructional Materials, *Reading Instruction, *Teaching Methods, Ability Identification, California Reading Tests, Creative Reading, Critical Reading, Individualized Reading, SRA Achievement Series, Supplementary Reading Materials, Vocabulary Development, Vocabulary Skills.

The unique needs of the gifted elementary school child for reading instruction are described. Suggestions for the identification of gifted pupils include teacher observation criteria and standardized tests of intelligence, reading readiness, and achievement. Identification should be based on a comparative analysis of all possible data. Guideline principles of instruction include (1) individualizing instruction to provide more guidance in advanced critical and creative reading and more inductive instruction rather than deductive instruction, (2) giving flexibility in assignments to eliminate unnecessary readiness activities and repetition, and (3) encouraging pleasure in reading and building on diversified interests. Titles are suggested to help provide supplementary materials for the wide range of ability and interests. Materials are recommended for vocabulary development in studying word origins and the historical development of language. Methods for teaching critical evaluative skills and research study skills are suggested. Reading can be a stimulus for a variety of such followup activities as creative writing, dramatizations, and reports which are described. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (CM)

407. ED 020 087 RE 001 245
Speed Reading--Is the Present Emphasis Desirable.
By- Berger, Allen
Pub Date Apr 68
EDRS Price MF-$0.25 HC-$1.80 34P.

Descriptors- *Reading Programs, *Speed Reading, Braam Sheldon Flexibility of Reading Test, Diagnostic Tests, Inner Speech (Subvocal), Nelson Denny Reading Test, Post Testing, Reading Comprehension, Reading Speed, Research Methodology, Robinson Hall Reading Test of History, Teaching Machines, Test Validity, Van Wagenen Rate of Comprehension Test.

The research results for seven areas of the speed reading controversy are reported. Terminology for the program is a problem area. Many people contend that speed reading is not reading in the traditional sense. Measurement is often limited or emphasizes reading rate only. Firms, especially those not closely connected with schools, sometimes make controversial claims for advertising. The ability to perceive words simultaneously is debatable. The degree of relationship between subvocalization and comprehension is questionable. The effectiveness of machine teaching vs. nonmachine teaching is a major point of contention. Also, research on reading rate is sometimes inadequate. As a result of research findings, the following are proposed: (1) the use of an eye exam, (2) the use of more formal pre- and post-testing procedures, and (3) increased cooperation by commercial firms, corporations, and college and university reading centers in providing information about their programs. A bibliography is given. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (BS)

408. ED 020 088 RE 001 246
Overview of the National Picture--Title I.
By- Austin, Mary C.
Pub Date Apr 68
EDRS Price MF-$0.25 HC-$0.50 8P.

Descriptors- *Federal Aid, *Reading Programs, *Remedial Reading, Corrective Reading, Developmental Reading, ESEA, Financial Support, Innovation, Inservice Education, Nonprofessional Personnel, Professional Personnel, Reading Consultants, Remedial Reading Clinics, Title I Projects.

Information about ESEA reading projects for the economically disadvantaged was obtained by structured telephone interviews and a supplemental written form from 632 school systems. Field visits were made to 34 selected systems. The majority of these programs was remedial in nature (53.48 percent). Combination programs (29.59 percent) usually involved two or more projects associated with reading but often administered independently. Frequently, they contained a remedial component so that at least two-thirds of the programs studied were remedial in part or entirely. Developmental (12.82

percent), enrichment (1.58 percent), inservice education (1.27 percent), and special projects (1.27 percent) made up the remaining categories. Information was also gathered on administration, monies spent, staffing, consultant services, and innovative aspects of the programs. Approximately three-quarters of the survey participants said that obtaining qualified personnel and too many children needing help were critical problems. Priority must be given to two related steps: (1) the extension of public school programs to include 3-, 4-, 5-year-old children, and (2) improvements in reading instruction in the primary grades. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (RJ)

409. ED 020 089 RE 001 247
Retention in Reading of Disadvantaged Mexican-American Children during the Summer Months.
By- Arnold, Richard D.
Pub Date Apr 68
EDRS Price MF-$0.25 HC-$0.90 16P.

Descriptors- *Educationally Disadvantaged, *Language Instruction, *Language Research, *Mexican Americans, *Reading Research, Culturally Disadvantaged, English (Second Language), Grade 2, Grade 3, Language Programs, Reading Achievement, Retention, San Antonio Language Research Project, Spanish Speaking.

Three groups of disadvantaged Mexican-American children were tested to determine changes in reading achievement between second and third grade. During the school year, an oral-aural English group of 102 children were given intensive English language instruction while an oral-aural Spanish group of 67 children were given intensive Spanish language instruction. A control group of 115 children did not receive intensive language instruction. In the spring and again in the fall the three groups were tested with (1) the Metropolitan Achievement Tests, (2) Tests of Reading, Inter-American Series, and (3) Prueba de Lectura, Serie Interamericana. Mean difference scores were determined for each group. The oral-aural Spanish group showed significant gains on the vocabulary subtest and on total score on the test of reading. They showed a significant loss on the speed subtest of the Prueba de Lectura. The oral-aural English group showed no significant changes, while the control group showed many significant losses over the summer vacation period. A comparison of the mean difference scores of the English and Spanish experimental groups showed significant differences favoring the Spanish group on the vocabulary subtests and on total score on the test of reading. Fourteen references are included. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (RJ)

410. ED 020 090 RE 001 248
Creative Reading.
By- Adams, Phylliss J.
Pub Date Apr 68
EDRS Price MF-$0.25 HC-$0.60 10P.

Descriptors- *Creative Reading, *Critical Reading, *Interpretive Reading, *Primary Grades, Concept Formation, Creative Activities, Creative Dramatics, Critical Thinking, Imagination, Individual Differences, Listening Comprehension, Originality, Reading Comprehension, Teacher Behavior.

Creative reading is defined as reading for implied and inferred meanings, appreciative reactions, and critical evaluation. The act of critical reading goes beyond literal comprehension to demand that the reader produce fresh, original ideas not explicitly stated in the reading material. The reader becomes an active participant and adds to what the author has written. Opportunities for creative reading skill development should be included in the reading program for every child at every level. Several situations at various primary grade levels which demonstrate classroom activities promoting creative reading are presented. Eleven suggestions for teaching creative reading are listed. Guidelines for teachers to use in developing a program of creative reading instruction are presented. Six references are made to children's literature. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (KJ)

411. ED 020 091 RE 001 251
A "Talking Book" System of Teaching Beginning Reading. Final Report.
By- Strandberg, Joel E. And Others
California Univ., Los Angeles
Report Number BR-5-0511
Report Number NDEA-7A-1370 Pub Date Oct 67
Grant OEG-7-14-1430-277
EDRS Price MF-$0.25 HC-$2.35 45P.

Descriptors- *Beginning Reading, *Reading Research, *Sight Vocabulary, *Talking Books, Aural Stimuli, Electronic Equipment, Paired Associate Learning, Reading Tests, Visual Discrimination, Visual Stimuli.

Two feasibility studies were conducted to obtain evidence of the value of instructing children with the talking book system. Subjects were two groups of children ranging in age from 5-0 to 6-1 years. The children manipulated the equipment and directed the magnetic reader in order to learn to read six sight words and the two-word sentences containing these words. Pretests and post-tests were administered to measure learning during a five-session training period. Results indicated that the system was effective for capable pupils, but was unsatisfactory for slower children. The need for revision of the simple paired-associate sequence and a different selection of words was evident. Examples of the tests and lessons used are included in the appendixes. References are listed. (MC)

412. ED 020 092 RE 001 252
Enriching Reading through Use of Media--Intermediate Grades.
By- Werner, Nancy E. Norris, Mildred W.
Pub Date Mar 68
EDRS Price MF-$0.25 HC-$1.05 19P.

Descriptors- *Audiovisual Instruction, *Language Arts, *Reading Instruction, Concept Teaching, Instructional Films, Overhead Projectors, Phonograph Records, Pictorial Stimuli, Realia, Tape Recorders.

Some directives for the development and use of audiovisual instruction as a means of building language arts experiences and concepts are presented. The aids which appeal to all senses, particularly sight and sound, are defined in terms of their value and availability. The necessary pupil training routines are discussed in relation to the initiation of an intensive program of audiovisual instruction. Planned experiences in listening, observing, and speaking, with emphasis on reading skills, are noted as important factors in developing a language arts program. The experienced classroom teacher is considered the basic ingredient in successful audiovisual instruction and an integral part of the entire curriculum. A bibliography of materials and books is included. This project in Cedar Rapids, Iowa, was supported through Title III ESEA. (MC)

413. ED 020 093 RE 001 255
Remedial Reading Activities--An Idea Book.
By- Brown, Don
Oregon Univ., Eugene
Pub Date Feb 67
EDRS Price MF-$0.25 HC-$1.20 22P.

Descriptors- *Instructional Materials, *Phonics, *Reading Games, *Reading Skills, *Remedial Reading, *Teacher Developed Materials, Basic Skills, Elementary School Students, Language Fluency, Reading Comprehension, Reading Speed, Structural Analysis, Word Recognition, Word Study Skills.

One hundred forty-two games and learning activities for teaching remedial reading skills are compiled in the areas of phonics, functional skills, structural elements, blending, comprehension, fluency and rate, and word recognition. Game procedures, materials needed, and directions for simple construction are given. Readily available or simply made materials are emphasized. A 19-item bibliography is included. This document is also available for $.80 as "Curriculum Bulletin," Volume 23, Number 275, February 1967 from the School of Education, University of Oregon, Eugene 97403. (CM)

414. ED 020 094 RE 001 260
A Primer for Professors of Reading.
By- Allen, Darlene Jo
Pub Date 26 Apr 68
EDRS Price MF-$0.25 HC-$0.60 10P.

Descriptors- *Adult Reading Programs, *Reading Instruction, Creative Teaching, Cultural Background, Cultural Context, Cultural Differences, Foreign Culture, Social Environment, Teaching Methods, Teaching Models, Textbook Preparation.

A procedure to teach native Samoans how to teach reading is described. The story sequence idea was used for self-teaching. Class members collected Samoan legends and recorded village life in original books adapted to various reading levels. This production was divided into six steps: (1) analyzing existing textbooks, (2) writing the stories, (3) controlling the vocabulary, (4) illustrating the story, (5) planning teacher manuals, and (6) planning activity books. Finally, the students as a group produced coordinated sets of materials based on individual story sequences. Not only did this project improve the oral and written English of the Samoan students, but it also made them more alert and knowledgeable of textbook material. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (BS)

415. ED 020 095 RE 001 269
An Empirical Investigation of Early Reading Responses of Young Children.
By- Ylisto, Ingrid P.
Pub Date Apr 68
EDRS Price MF-$0.25 HC-$0.70 12P.

Descriptors- *Context Clues, *Early Reading, *Language Development, *Reading Development, *Reading Processes, Beginning Reading, Reading Achievement, Reading Readiness, Realia, Word Recognition.

To test the assumption that the reading process is a natural emergence of language development, a hypothetical structure was devised to recapitulate the process that it is assumed the child goes through. Each of 25 printed word symbols was presented in the following order: (1) a photograph of the symbol in its natural setting, (2) a drawing of the symbol in its natural setting, (3) a drawing of the symbol in its immediate setting, as stop on a stop sign, (4) the symbol printed in isolation, (5) the symbol printed in sentence context, and (6) the symbol printed in story context. The test was administered individually and orally to 82 4-year-olds, 76 5-year-olds, and 71 6-year-olds. Seventeen of the 229 subjects read all of the items, 109 read some, and 103 could not read any of the items. Older children read more items than younger children. Early readers had higher mean IQ scores than nonreaders and were largely from higher socioeconomic levels. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (RJ)

416. ED 020 096 RE 001 271
Language Therapy for Scholastic Underachievers.
By- Zedler, Empress Y.
Pub Date 26 Apr 68
EDRS Price MF-$0.25 HC-$1.00 18P.

Descriptors- *Academic Achievement, *Elementary School Students, *Learning Problems, *Neurologically Handicapped, *Remedial Programs, Communication Problems, Comprehension, Dyslexia, Language Proficiency, Remedial Reading, Southwest Texas State College.

Neurologically handicapped children of normal intelligence can be helped to improve their academic achievement through language therapy. A 2-year study suggested not only that this statement is true but also that significantly greater improvement comes in situations where these students are permitted to remain in regular classrooms and to receive individual language therapy by trained clinicians during out-of-school hours. The therapeutic program taught the children to understand what they heard, to express their own thoughts orally, to read, and to write. The study showed that language difficulty for these children often resulted from inability to interpret oral statements or to reproduce their own ideas in accepted speech patterns. Also, reading confusion is frequently the result of picture placement in books, print type and spacing, pronoun usage, figurative language, expanded sentences, and punctuation. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (BS)

417. ED 020 097 RE 001 273
A Status Study of Summer Reading Programs.
By- York, L. Jean
Pub Date 25 Apr 68
EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *National Surveys, *Reading Improvement, *Remedial Reading Programs, *Retarded Readers, *Summer Programs, Reading Centers, Reading Clinics.

A questionnaire survey investigated reading programs conducted in the summer of 1967 in the capital cities of the United States to study the programs' source of support, eligibility of students, teaching personnel, instruction, and evaluative techniques used. Data based on the responses of 30 superintendents showed that 86 percent of the capital cities had a summer reading program in 1967. Two-thirds of these were supported by federal funds. The rest were financed either by community or state participation, private contributions, tuition, district or regular school funds, or a combination of these sources. Most of the programs were for multiaged disadvantaged and retarded readers who either volunteered to attend or were referred by teachers and parents. Eligibility was based on the child's socioeconomic and reading levels. The teaching personnel were mostly teachers and principals. Some programs employed a variety of personnel such as teacher aides, clerks, nurses, psychologists, librarians, sociologists, and parents. Individualized instruction, programed learning, and wide use of library books were emphasized. In most of the programs, evaluation was done by the teachers and principals. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (NS)

418. ED 020 098 RE 001 274
Four Instructional Approaches to Beginning Reading--Three Years Later.
By- Hayes, Robert B. Wuest, Richard C.
Pub Date Apr 68
EDRS Price MF-$0.25 HC-$0.85 15P.

Descriptors- *Beginning Reading, *Primary Grades, *Reading Instruction, *Reading Research, Basic Reading, Developmental Reading, Directed Reading Activity, Early Reading, Elementary School Students, Initial Teaching Alphabet, Phonics, Reading Programs, Reading Skills, Reading Tests.

Four approaches to beginning reading were evaluated in a 3-year study of elementary public school students in New Castle, Pennsylvania. The four approaches used were (1) a basal reader program published by Scott, Foresman and Co. (1962), (2) a phonic program utilizing correlated filmstrips published by J. B. Lippincott Co. (1963), (3) a combination using Scott, Foresman's materials supplemented with phonic booklets (Phonics and Word Power) published by American Education Publications, Inc. (1964), and (4) a language arts approach using the Initial Teaching Alphabet (1963). After the pupils in this group made the transition to traditional orthography, the Treasury of Literature Series published by Charles E. Merrill (1960) was used. In addition, wide independent reading was encouraged in all four groups. The Stanford Achievement Test and the Gilmore Oral Reading Test were used as primary means of evaluation for the study. Results on these tests showed that in general the Lippincott and i/t/a-Lippincott program might be worthy of attention and future study. However, the results do not suggest that any of the four approaches was consistently better than the others. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (BS)

419. ED 020 099 RE 001 368
ERIC/CRIER Informational Publications. Cumulative Edition, 1967-68.
Indiana Univ., Bloomington, ERIC Ch. on Reading
Pub Date Jun 68
EDRS Price MF-$0.25 HC-$1.40 26P.

Descriptors- *Information Dissemination, *Information Processing, *Information Retrieval, *Information Storage, *Reading Research, Bibliographies, Classification, Information Systems.

The second cumulative edition of the Educational Resources Information Center/Clearinghouse on the Retrieval of Information and Evaluation in Reading (ERIC/CRIER) informational publications includes three newsletters and three information briefs. The newsletters present discussions of the ERIC/CRIER document processing for research in education, the development of a multidimensional classification matrix for organizing and searching reading literature, and the ERIC/CRIER project on instructional materials information analysis. The information briefs present listings of reports on current reading research cataloged in the May, June, and July 1967 issues of Research in Education, publications on projects relating to reading sponsored by Projects to Advance Creativity in Education (PACE), and research on reading sponsored by the United States Office of Education, copies of ERIC/CRIER Informational Publications, Cumulative Edition, and the documents listed are available from the ERIC Document Reproduction Service in microfiche or hard copy reproductions. ERIC/CRIER is a joint project of the International Reading Association and Indiana University in cooperation with the United States Office of Education. (NS)

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420. ED 020 855 RE 001 217

A Voluntary Prekindergarten Language Development and Reading Program for the Entire Four-Year-Old Population of a City (An Investigation of Machine-Taught Reading). Final Report.

By- Bender, Martin L.
Mount Vernon Public Schools, N.Y.
Report Number BR-6-1383 Pub Date Feb 68
Grant OEG-1-6-061383-2096
EDRS Price MF-$0.50 HC-$3.95 77P.

Descriptors- *Computer Assisted Instruction, *Culturally Disadvantaged, *Preschool Children, *Preschool Programs, *Teaching Machines, Early Reading, Edison Responsive Environment System (ERE), Language Development, Prereading Experience, Programed Instruction, Reading Readiness, Story Telling Automatic Reading Tutor (START).

Four studies conducted by the Mount Vernon public schools over a period of five semesters involved machine-teaching reading to 240 disadvantaged prekindergarten children from the Children's Center and the Child Development Center to prepare them for more successful kindergarten learning through academically-oriented readiness activities in an American Montessori classroom setting. The Children's Center subjects attended 1-hour sessions while the Child Development Center subjects attended 3-hour sessions. Experimental groups from both centers used the Edison-Responsive-Environment talking typewriter and the Story-Telling-Automatic Reading Tutor machines with programs which utilized linguistic vowel-sounds methods. The control groups used the same machines but did not receive program training. Results showed superior performance by the program subjects, but there were no significant differences in the performance of program subjects using different teaching machines. The 1-hour session proved to be as effective as the 3-hour session. These results imply that greater consideration should be given to more economical program systems and that class time could be reduced by half without loss in learning. (Author/NS)

421. ED 020 856 RE 001 253

A Teacher's Guide to Continuous Progress in Reading Instruction, 1967.

By- Hales, Carma J. And Others
Report Number Title-3-DPSC-67-3068 Pub Date 67
EDRS Price MF-$0.50 HC-$4.50 88P.

Descriptors- *Basic Reading, *Development Reading, *Reading Programs, *Teaching Guides, Continuous Progress Education Project, Oral Reading, Reading Comprehension, Study Skills, Title 3, Vocabulary, Word Recognition.

Continuous Progress Education, a Title III project, operates on the assumption that every child is unique in his own needs and capabilities. To insure optimum learning and development for each child, these needs should be carefully provided for. The implementation of a continuous progress program depends on the clarification of long range goals and specific behavioral objectives and on the identification of the skills and concepts toward which learning should be geared. For continuous progress in reading instruction, a guide was developed for initiating a reading program that espouses the basic philosophy of Continuous Progress Education. It gives an overview of goals for developing reading interest and competence, organizing instruction, setting up behavioral objectives, and appraising reading growth. Suggested behavioral objectives for each of the elements of a sequential program of reading skills cover word attack, vocabulary, comprehension, and applied reading. It also lists ways of implementing the program through an environment organized for optimum learning and through appropriate and adequate materials and learning experiences which meet total group and individual pupil needs. The guide is well appended with sample lesson plans, guidelines, and evaluative techniques, and offers an extensive bibliography for interested teachers. (NS)

422. ED 020 857 RE 001 279
Handbook for English Language Arts, Grades 5-12, Reading and Literature.
New York City Board of Education, Brooklyn, N.Y.
Report Number CB-10 Pub Date 68
EDRS Price MF-$1.50 HC not available from EDRS. 340P.

Descriptors- *Curriculum Guides, *Intermediate Grades, *Literature, *Reading, *Secondary Grades, English (Second Language), Instructional Materials, Instructional Programs, Language Arts, Teaching Methods.

This curriculum guide for the English language arts is organized into two major sections--reading and literature. The guide is designed to provide practical assistance to teachers of pupils in grades 5 through 12. Overviews of the curricula, instructional materials, discussions of methods, illustrative lessons and units, scope and sequence in skills and content, and reading for second-language students are among the subjects treated in the 10 chapters. This guide is also available for $4.00 from the Board of Education of the City of New York, Publications Sales Office, 110 Linvingston Street, Brooklyn, New York 11201. Checks should be made payable to Auditor, Board of Education. (KJ)

423. ED 020 858 RE 001 282
A Guide for Beginning Teachers of Reading, Grades 1-4.
New York City Board of Education, Brooklyn, N.Y.
Report Number CB-5 Pub Date 67
EDRS Price MF-$0.50 HC not available from EDRS. 119P.

Descriptors- *Beginning Teachers, *Curriculum Guides, *Primary Grades, *Reading Instruction, *Teaching Guides, Grouping (Instructional Purposes), Instructional Aids, Lesson Plans, Program Planning, Reading Materials, Reading Programs, Reading Skills, Reading Tests, Resource Guides.

Practical suggestions, descriptions of procedures, and samples of records, lesson plans, exercises, test items, and activities are included in this guide for beginning teachers. The guide is organized under the following chapter titles: (1) Learning about the Child, (2) Class Organization, (3) Becoming Acquainted with Materials, (4) Getting Started in Reading, (5) Teaching the Reading Skills, and (6) Evaluation of Reading. A list of the Dolch Basic Sight Vocabulary, a bibliography of professional books and journals, and suggestions for preparing pupils for the administration of tests are included. This document is also available for $2.00 as Curriculum Bulletin No. 5, 1967-68 Series from the Board of Education of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn, New York 11201. (KJ)

424. ED 020 859 RE 001 283
A Comparison of Two Methods of Reading Supervision. Report.
By- Morrill, Katherine A.
Hartford Univ., West Hartford, Conn.
Report Number CRP-2706 Pub Date 65
EDRS Price MF-$0.50 HC-$3.55 69P.

Descriptors- *Grade 1, *Inservice Education, *Reading Consultants, *Reading Programs, Beginning Teachers, Connecticut Public Schools, Elementary School Teachers, Inservice Programs, Reading Achievement, Teacher Developed Materials, Teacher Workshops, Wallingford.

An experimental group of 18 first-grade teachers from five schools was released ½ day twice each month for a series of discussion meetings with the reading consultant. A control group of 17 first-grade teachers from the other five schools in the same district was exposed to the typical consultant situation--help given at the request of the teacher or principal. The two groups were balanced for teacher experience. Fifteen 2-hour meetings were held for the experimental group during which guest speakers offered suggestions, shared methods and materials, and constructed teaching aids. The reading achievement scores of the children in the classes taught by the two groups were compared at the end of the experimental period. Significant differences at the .05 level favoring the control group were found on the paragraph meaning and the vocabulary tests of the Stanford Achievement Test, Primary Battery, and on the word recognition test of the Gates Primary Test. Appendices and a bibliography are given. (RJ)

425. ED 020 860 RE 001 285
Teaching Beginning Readers to Distinguish between Similar Letters of the Alphabet. Final Report.
By- Karraker, R. J.
Missouri Univ., Kansas City
Report Number BR-6-1655 Pub Date Mar 68
Contract OEC-3-7-001655-0465
EDRS Price MF-$0.25 HC-$2.30 44P.

Descriptors- *Beginning Reading, *Discrimination Learning, *Programed Instruction, *Reading, *Visual Perception, Lateral Dominance, Mental Age, Orthographic Symbols, Reading Readiness, Visual Discrimination.

Recent research on the discrimination process indicates that errorless learning can occur if stimuli are carefully programed so that they are dissimilar and gradually become more similar as training proceeds. To assess this approach in teaching the lowercase letter b and d with kindergarten subjects, two sets of stimuli constituted the first experimental variable. In the progressive value of this variable, color, size, presence of prompts, and duration of presentation were progressively faded to the terminal discrimination. The second value of this variable was the terminal discrimination in the progressive stimuli--the b and d constant in the attributes of color, size, duration of presentation, and absence of prompts. The second variable was the time of introduction of the second letter. Two separate analyses of covariance revealed significant effects for the time variable, but not for the progressive-constant variable. The early-progressive combination resulted in 81 percent of the subjects learning the discrimination with under 10 percent errors. When subjects were categorized into same, mixed, or crossed lateral dominance, no differences in errors on the task were observed. The subjects who learned the discrimination without errors subsequently could not draw the letters. Fifty-five references are included. (Author/KJ)

426. ED 020 861 RE 001 286
The Collection and Statistical Evaluation of Quantitative Data for Hand-Eye Coordination with Respect to Determining Its Correlation

with Reading Disability at Both the Primary and Secondary School Levels. Final Report.
By- MacLean, George Kear, Edward
Clarkson Coll. of Technology, Potsdam, N.Y.
Report Number BR-6-8324 Pub Date Jun 67
Contract OEC-1-6-068324-0653
EDRS Price MF-$0.25 HC-$1.90 36P.

Descriptors- *Elementary School Students, *Eye Hand Coordination, *High School Students, *Reading Ability, *Reading Difficulty, Data Analysis, Measurement Instruments, Measurement Techniques, Reading Diagnosis.

The possibility of a correlation between hand-eye coordination and reading disability was investigated. Children from grades 2 to 12 were tested to determine their hand-eye coordination using a portable testing device for quantitative measure recently developed. The subjects included approximately 1,700 normal public school students and 290 students diagnosed as poor readers by reading clinics. The subject's reading ability was determined through the use of the standardized reading tests administered by school personnel. Statistical analysis of the data, after it was normalized for the effect of age, indicated no correlation between hand-eye coordination and reading disability above the second-grade level. However, since this was the youngest group tested, more work must be done in the younger age range before any conclusions can be reached. References are listed, and 6 appendixes of detailed data analysis are included. (Author/BS)

427. ED 020 862 RE 001 324
The Impact of PL 89-10 Title I Activities on the Reading Competence of Elementary and Secondary School Learners. Final Report.
By- Graham, Robert J.
Pennsylvania State Univ., University Park
Report Number OE-6-99-162 Pub Date May 68
Contract OEC-6-99-162
EDRS Price MF-$0.50 HC-$6.05 119P.

Descriptors- *Beginning Reading, *Linguistic Patterns, *Reading Comprehension, *Structural Analysis, *Word Recognition, Graphemes, Intonation, Morphemes, Phonemics, Reading Skills, Silent Reading, Speech, Syntax, Word Study Skills.

Much of language arts teaching is based on the assumption that words are natural units of language and that printed words have one-to-one correspondences with words in speech. The outcome of this assumption is to emphasize the development of the child's sight vocabulary and word perception, especially in relation to the teaching of reading. Instead of regarding words and morphemes as useful constructs for dividing longer units of language into segmental units, these longer units are considered accumulations of words or morphemes. Educated people usually impose the characteristics of written words on oral language, forgetting that phonemic, morphemic, syntactical, graphemic, and morphological structures do not have perfect correspondence among them. The word is a unit of written symbolism, but children speak in language. A list of five words is not comparable to a five-word sentence. Less word-centeredness in reading materials and reading instruction should be attempted, and children should be helped to see phrases as subdivisions of sentences. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (WL)

428. ED 020 863 RE 001 325
Figure-Ground in Visual Perception.
By- Kaufman, Maurice
Pub Date Apr 68
EDRS Price MF-$0.25 HC-$0.65 11P.

Descriptors- *Neurological Organization, *Sensory Training, *Visual Perception, *Visual Stimuli, Academic Performance, Eye Hand Coordination, Frostig Test, Kephart Visual Achievement Forms, Learning Difficulties, Mentally Handicapped.

Injury to the nervous system can result in defects of figure formation such as lack of precision of figure and uncertainty as to which is figure and which is ground. Impairment of figure-ground processes may be limited to one area of the nervous system function. Disturbance in figure formation may not result in perception disturbances, depending on the exact location of the injury. For educational usefulness, a categorization of some of the figure-ground characteristics and possible defects arising from nervous impairment is needed. This listing could include differentiation of intersecting figures, perception of a complex figure as a whole, ability to withstand distraction by other stimuli, and instability of figure. Though these categories are related, they may be independent. Two types of remedial techniques are available: (1) circumvention of the problem, and (2) direct improvement of the perceptual ability. Remediation of a perceptual disorder may not result in academic improvement. Nine references are included. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (WL)

429. ED 020 864 RE 001 330
Words and Morphemes in Reading.
By- Goodman, Kenneth S.
Pub Date Apr 68
EDRS Price MF-$0.25 HC-$0.90 16P.

Descriptors- *Federal Programs, *Grade 4, *Grade 7, *Projects, *Student Improvement, Appalachia, Instructional Materials, Reading Achievement, Socioeconomic Background, Student Attitudes, Teacher Attitudes, Teacher Qualifications.

This report represents an assessment of the first full school year of 1,429 fourth and seventh graders receiving Title I instruction in 16 school districts of Northern Appalachia. The study was concerned with the effectiveness of various projects on the reading achievement of children. The following questions are considered pertinent to the evaluation: (1) were there significant differences between disadvantaged children receiving Title I instruction and disadvantaged children not receiving such instruction, (2) were there significant differences between public and nonpublic children, (3) what relationship existed between reading progress and socioeconomic backgrounds, (4) was specialized reading instruction effective for elementary and secondary school children, (5) what relationships existed between the organization for instruction and reading achievement, (6) was there any relationship between the classroom behavior of Title I teachers and student achievement, and (7) was there any relationship between reading attitude and reading achievement. Fourth-grade rural children made the greatest gains. The attitudes of fourth graders but not of seventh graders were altered successfully. There was no significant difference between public and nonpublic school children. Tables and appendices are provided. (WL)

430. ED 020 865 RE 001 342
A Citation Bibliography of Selected Sources on Dyslexia and Learning Disabilities.
By- Mangrum, Charles T.
Indiana Univ., Bloomington, ERIC Ch. on Reading
Report Number ERIC-CRIER-Vol-1-Bibliogr-9
Pub Date May 68
EDRS Price MF-$0.50 HC-$4.00 78P.

Descriptors- *Bibliographies, *Dyslexia, *Learning Difficulties, Information Sources, Neurological Defects, Reading Clinics, Reading Difficulty.

Approximately 1,400 citations ranging in date from 1868 to 1967 which relate to dyslexia and learning disabilities are included in this bibliography which is a compilation of lists submitted to ERIC/CRIER by investigators interested in the topics. Citations are arranged alphabetically by author and include books, monographs, manuals, and published and unpublished journal literature and papers. (BS)

431. ED 020 868 RE 001 347
Reading Instruction in the 1970's for Megalopolis or Center City.
By- Sheldon, William D.
Pub Date Apr 68
EDRS Price MF-$0.25 HC-$0.70 12P.

Descriptors- *Educational Needs, *Educational Problems, *Reading Instruction, *Suburban Schools, *Transient Children, Dropout Rate, Environmental Influences, Reading Achievement, Socioeconomic Status, Student Teacher Ratio, Suburban Problems.

The educational problems in the mobile suburbs (the megalopolis) are as serious in magnitude and total effect as those of the much publicized center city. Because of the mobility and the heterogeneity of these areas, many students receive inadequate education and enter society as semiliterates. An analysis of Centerville, a typical megalopolitan school district, revealed that children lacking in basic skills often entered new schools. The success of remedial work varied widely, and, frequently, social, behavioral, and academic problems resulted. Marked by transiency, inadequate reading, emotional problems, and socioeconomic status, many students became dropouts. The megalopolitan dropout rate often equaled that of center cities. A solution to the problem emphasizes a junior high program to develop literacy and proposes major expenditures at the primary level to achieve a teacher-pupil ratio conducive to individual student achievement. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (BS)

432. ED 020 869 RE 001 363
Eclectic Reading Instruction for Primary Grade Success.
By- Manning, John C.
Pub Date Apr 68
EDRS Price MF-$0.25 HC-$0.55 9P.

Descriptors- *Basic Reading, *Primary Grades, *Reading Instruction, *Teaching Methods, Auditory Perception, Reading Diagnosis, Reading Materials, Reading Readiness, Tactual Perception, Teaching Techniques, Visual Perception.

Any eclectic reading program must be based on (1) an understanding of how the tactile, auditory, and visual systems develop in each child, (2) a knowledge of the available and usable reading approaches, and (3) an assessment of the components of effective instructional techniques. Individual diagnosis and training is mandatory. A visual discrimination program of differentiating among letter forms and an auditory discrimination program stressing letter names and sounds constitute the most efficient reading readiness program. A tactile learning system refines auditory discrimination skills. The effective reading teacher is one who uses diagnostic evidence as a developmental method, individualizing the use of materials to improve specific reading skill areas. Seven major approaches to the teaching of reading are listed: developmental, phonic, linguistic, language experience, orthographic stress, individualized-library, and special. Their teaching systems or philosophies are described. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (BS)

433. ED 020 870 RE 001 366
An Observation about Hawthorne Effect in an Experiment in the Teaching of Reading in First Grade--A Hypothesis.
By- McCracken, Robert A.
Pub Date 26 Apr 68
EDRS Price MF-$0.25 HC-$0.40 6P.

Descriptors- *Grade 1, *Reading Instruction, *Research Problems, *Student Motivation, *Teacher Motivation, Environmental Influences, Reading Achievement, Research Design.

The purpose of this study was to determine if a Hawthorne effect were present in a 3-year longitudinal study which compared two methods of teaching reading in first grade. The initial subjects were two teachers and five first-grade classes of randomly assigned students who composed one experimental, one control, and three subcontrol groups. Beginning students were tested at the end of each of the 3 years, and an analysis of variance and t-test were used to compare performances. Results indicated that at the end of the first year, both the experimental and control classes were significantly better than the subcontrol groups. The third year experimental group was significantly poorer than the first year experimental group, but was significantly better than the first-year subcontrol group. The second- and third-year control groups were significantly better than the first-year control and subcontrol groups. It was concluded that two types of Hawthorne effects--a negative and a positive--may have been operating. The experimental teacher's performance was possibly heightened by the new method and accompanying accolades. The control teacher's performance was depressed by the appearance of success in the experimental class. Perhaps a Hawthorne effect did not operate for her until the second and third years. References are included. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (BS)

434. ED 020 871 RE 001 377
Improving Language Arts Instruction through Research.
By- Shane, Harold G. Mulry, June Grant
Association for Supervision and Curriculum Dev.
Pub Date 63
EDRS Price MF-$0.75 HC not available from EDRS. 160P.

Descriptors- *Language Arts, *Research, Languages, Listening, Literature, Mass Media, Oral Language, Reading, Research Design, Speaking, Spelling, Writing.

A general view of language arts research as it relates to the school is presented. The book is divided into 11 chapters, each of which surveys a specific area of the language arts program. Reading is treated under such topic headings as general trends, parental opinion, readiness, vocabulary studies, and phonics. Handwriting, composition, spelling, and grammar are dealt with in separate chapters. The topics covered range from manuscript and cursive writing to "Can Creative Writing Be Taught" and phonics and word recognition. The seventh chapter discusses research in children's literature. One section deals with the position of listening in the language arts program. Discussions of the relationship of language arts to other cultures and foreign languages, mass media, and the improvement of oral language complete the study. An extended bibliography is included at the end of each chapter. This volume is also available for $2.75 from the Association for Supervision and Curriculum Development, National Education Association, 1201 Sixteenth St., N. W., Washington, D.C. 20036. (WL)

435. ED 020 872 RE 001 378
Research Pertinent to the Training of Reading Teachers.
By- Jenkinson, Marion D.
EDRS Price MF-$0.25 HC-$1.20 22P.

Descriptors- *Educational Innovation, *Interaction Process Analysis, *Student Teacher Relationship, *Student Teaching, *Teacher Education, Instructional Innovation, Interaction, Interaction Analysis Scale, Microteaching, Ontario Institute for Studies in Education, Self Evaluation, Student Behavior, Teacher Behavior, University of Toronto.

The implications for training reading teachers of current developments in teacher education relevant to reading instruction, the current state of knowledge about the teaching-learning process, and evolving ideas about reading instruction are examined. Briefly described are micro teaching, video-taping, time-lapse photography, clinical teaching experiences, and use of clinical professors and vignettes of teaching. Attempts to record and classify classroom behavior, the language used in the classroom, and the form and sequence of lessons are cited. The teaching of the complexities of reading, the use of learning media other than reading and language arts, and the contribution of linguistics and the psychology of cognition to reading instruction are also discussed. It is implied that the scope of education courses should be examined to insure that prospective teachers are aware of current developments, that they are equipped to evaluate innovations objectively, that they can translate theories into effective practice, and that they learn to teach diagnostically and to diagnose their own teaching behavior. (NS)

Part II

Documents Processed by ERIC/CRIER for *Research in Education*, Not Available from ERIC Document Reproduction Service

1. ED 011 826 RE 000 141
Preparation of Textbooks in the Mother Tongue, A Guide for Those Who Write and Those Who Evaluate Textbooks in Any Language.
By- McCullough, Constance M.
National Inst. of Education, New Delhi, India
Pub Date 65

Document not available from EDRS.

Descriptors- *Elementary Grades, *Guidelines, *Reading Materials, *Textbook Preparation, *Textbook Research, Hindi, New Delhi, Textbook Content, Textbook Evaluation, Textbook Standards.

A reading project was initiated by the National Institute of Education in India to (1) produce textbooks and workbooks, field test the books, and train teachers to use them, (2) produce teachers' manuals, (3) construct first-grade tests, (4) construct achievement tests, and (5) produce these books in Hindi. The ensuing guide for those who write and evaluate textbooks in any language is divided into 14 sections. The sections include discussions of the following topics: the development of language texts, development of a specific book, research in the preparation of language texts, approaches to teaching reading, controlled vocabulary, proposed statistics, ratio of new to running words, problems in choosing content, planning content, stories for a series, meaning dimensions, thought patterns in expository writing, bases for evaluation, and the text as an instrument of change. A form for the review of children's books and an index is included. This document was published by the National Institute of Education, New Delhi, 1965, 126 pages. (BK)

2. ED 013 186 RE 000 345
Semantics and Critical Reading.
By- Flanigan, Michael C.
National Council of Teachers of English
Pub Date Sep 66

Document not available from EDRS.

Descriptors- *Critical Reading, *Reading Instruction, *Secondary Education, *Semantics, Junior High Schools, Reading Skills, Teaching Procedures.

Proficiency in critical reading can be accelerated by making students aware of various semantic devices that help clarify meanings and purposes. Excerpts from the article "Teen-Age Corruption" from the ninth-grade semantics unit written by the Project English Demonstration Center at Euclid, Ohio, are used to illustrate how semantics relate to critical reading. If teachers of English consider the improvement of student reading skills as one of their goals, semantic techniques such as the following need to be developed: (1) understanding the affective and informative connotation of words, (2) distinguishing between factual reports and opinions, (3) determining referents for abstract symbols, (4) recognizing logical fallacies and generalizations, and (5) discovering the author's purpose. Semantic analysis helps the reader to arrive at the author's expressions of feeling and meaning, clarifies the reader's thinking, and contributes to general reading proficiency. This article appeared in "English Journal," Volume 55, September 1966. (NS)

3. ED 013 188 RE 000 347
Word-Making in Present-Day English.
By- Simonini, R. C., Jr.
National Council of Teachers of English
Pub Date Sep 66

Document not available from EDRS.

Descriptors- *English, *Language Development, *Linguistics, Etymology, Morphology (Language), Phonology, Semantics, Structural Analysis.

Words can be studied by describing their origin inductively or deductively. Either way, a precise definition of etymological classes which are mutually exclusive is needed. Present-day English is classified into: (1) native words which can be traced back to the word stock of Old English, (2) loan words new to the English language which had previous existence in other languages, and (3) neologisms which may be either new words or old ones taking new meanings. While about 20 percent of modern English vocabulary can be traced to native words of Old English, loan words amount to less than 8 percent, and neologisms account for about 80 percent of the new words in present-day English. Hence, by compoundings, derivations, and semantic change, the English language can easily be adapted to meet the demands of an ever-changing society. Borrowing from other languages is of only average importance. This article appeared in "English Journal," Volume 55, September 1966. (NS)

4. ED 013 189 RE 000 348
A Method of Vocabulary Study.
By- Ireland, Virginia
National Council of Teachers of English
Pub Date Sep 66

Document not available from EDRS.

Descriptors- *Reading Instruction, *Teaching Techniques, *Vocabulary Development, *Vocabulary Skills, Semantics, Teaching Methods, Verbal Development.

A method of vocabulary study used as a tool rather than as a complete vocabulary program helps students investigate any word and helps clarify key or difficult words in an assignment. The semantic levels of definition-making are explained and illustrated by the teacher's asking the students what class of things a certain word stands for and how the word differs from others in that class. The students carry out the following procedure for written work which enables them to define nouns, active and passive verbs, and modifiers: (1) Students look up the specific context in which the new word is used and copy enough of the sentence to give some indication of its meaning. (2) They copy the basic form of the word as it appears in the dictionary, indicating accented syllables. (3) With the help of the dictionary, students write a sentence definition that applies to the word in context. (4) Finally, they write an original sentence using the new word. Although this method is more exacting than looking up synonyms, it encourages logical thinking and creativity while it aims for vocabulary expansion and verbal precision. This article appears in "English Journal," Volume 55, September 1966. (NS)

5. ED 013 701 RE 000 034
A Bibliography on the Nature, Recognition and Treatment of Language Difficulties.
By- Rawson, Margaret B.
Orton Society, Pomfret, Conn.
Pub Date 66
Document not available from EDRS.

Descriptors- *Aphasia, *Language Handicaps, *Reading Difficulties, *Remedial Instruction, Associative Learning, Behavior Genetics, Bender Gestalt Test for Young Children, Dynamic Neurology, Lateral Dominance, Learning Readiness, Linguistics, Montessori Method, Stuttering, Verbal Ability, Visually Handicapped, Wisc.

A selected reading and reference list of publications from 1896 to 1966 on the nature, recognition, and treatment of language difficulties is presented. The titles were selected on the basis of relevance to the general interests and specific needs of people concerned with language disorders, particularly with a specific language disability. Materials are organized under the following categories: (1) medicine, neurology, and psychology, (2) language and semantics, (3) education, (4) various developmental and remedial approaches to language learning, (5) specific language disability, (6) psychological, achievement, and diagnostic tests, (7) manuals, workbooks, instructional materials, and texts for students, (8) journals--annual, quarterly, monthly, and (9) bibliographies. An evaluative annotation appears with each item. Many new paperback editions are mentioned and current prices are given when known.

This document is available from the Orton Society, Box 153, Pomfret, Connecticut, and from the Educators Publishing Service, Cambridge, Massachusetts 02139, for $1.50. (LS)

6. ED 013 716 RE 000 318
Reading Success and Personality Value-Systems Syndrome--A Thirty-Year Then and Now Study at the Junior High School Level. Final Report.
By- Athey, Irene J. Holmes, Jack A.
Office of Education, Washington, D.C.
Report Number BR-5-8027
Report Number CRP-S-248 Pub Date 67
Document not available from EDRS.

Descriptors- *Personality Assessment, *Personality Development, *Personality Studies, *Reading Achievement, *Reading Research, and Welfare, Education, U.S. Department of Health, University of California, University of Rochester.

Erikson's theory on the development of a healthy personality is integrated with Holmes' theory of reading in order to derive a testable hypothesis regarding the contribution of specified personality characteristics to reading success and to validate the findings. The study was conducted in the following three phases: the construction of new scales composed of personality items which significantly differentiated good and poor readers at the ninth-grade level in 1936, a longitudinal application of these scales to the same sample of students when they were in the seventh, eighth, and ninth grades in 1933 and 1934, and a cross-sectional replication after 30 years. Five samples were used. Two (N's-160 and 130) were drawn from the longitudinal study (1933-35) at the Institute of Human Development, University of California. Three comparable samples were selected from grades seven, eight, and nine in 1966. Specific personality characteristics hypothesized from an integrated Erikson-Holmes theory were consistently related to reading in the seventh, eighth, and ninth grades, and for two similar groups 30 years later. The report includes tables, figures, the Self-Interest Inventory, and a bibliography. (RH)

7. ED 013 721 RE 000 330
Training College Reading Specialists.
By- Maxwell, Martha J.
International Reading Assn., Newark, Del.
Pub Date Dec 66
Document not available from EDRS.

Descriptors- *College Faculty, *College Students, *Reading Skills, *Teacher Education, College Programs, Reading Centers, University of Maryland.

The University of Maryland, aiming to develop a pool of trained reading personnel to carry out the program offered in the Reading and Study Skills Center, introduced a special graduate reading course, "Internship in College Reading and Educational Skills." The practicum meets 2 hours weekly, carries 3 hours credit, and is open to doctoral students who are majoring in college student personnel or planning to work in developmental reading. Supervised experience in working with college students who have educational skills problems is provided. One session per week is a lecture on the theory of different aspects of college reading, and the second is a demonstration and discussion of techniques, materials, and equipment. Extensive readings are assigned weekly, and trainees are required to participate in the following activities: testing and diagnosis of learning difficulties, familiarization with materials and equipment used in educational skills improvement, supervising students working in the laboratory, evaluating student progress, preparing and discussing case studies, conducting and evaluating research in college reading, conducting followup interviews, developing new materials, and student evaluation. The 16 lecture topics, the required outside readings, the rating scale for student evaluation, and references are given. This article appeared in "Journal of Reading," Volume 10, December 1966. (RH)

8. ED 013 725 RE 000 357
Does Johnny Know More Words than Ivan.
By- Story, Suetta B.
International Reading Assn., Newark, Del.
Pub Date Nov 66

Document not available from EDRS.

Descriptors- *Comparative Analysis, *Reading Achievement, *Reading Instruction, *Vocabulary Development, Reading Research, Russian.

The pupils in a first-grade class in Mesa, Arizona, made their own alphabetical list of the words they could read which were not in the basal readers. The list totaled 2,124 words. Not every child knew all the words, but some knew all, and all knew some. The study is presented as an answer to the statement by Professor Arthur S. Trace, Jr., that Russian children read better than American children. Methods of reading instruction in Russia and America are outlined briefly. It is noted that typical American children know more than 2,124 words at the end of first grade when they are 6 to 7 years old. Russian children at age 7 are just starting school. This article appeared in "The Reading Teacher," Volume 20, November 1966. (RH)

9. ED 013 726 RE 000 358
And Now - The Package Deal.
By- Murphy, George E.
International Reading Assn., Newark, Del.
Pub Date Apr 67

Document not available from EDRS.

Descriptors- *Booklists, *Childrens Books, *Reading Material Selection, *Teacher Influence, *Teacher Responsibility, Kansas State Teachers College, Reading Interests, Teacher Education.

The following questions are discussed in order to alert teachers to the necessity of personally selecting books which will create stimulating learning environment and meet the basic needs of present-day youth: (1) Who is responsible for selecting books. (2) What is the best way to select them. (3) How can readers put knowledge into action. (4) How can teachers maintain channels of communication so that the reading interests and needs of pupils may be met by publishers, administrators, and librarians. (5) What changes should be made in teacher training programs so that learning becomes more important than reading and so that children's growth and development becomes more important than textbooks and tests. This article appeared in "The Reading Teacher," Volume 20, April 1967. (RH)

10. ED 013 727 RE 000 359
Mobility of Students in Reading Groups.
By- Hawkins, Michael L.
International Reading Assn., Newark, Del.
Pub Date Nov 66

Document not available from EDRS.

Descriptors- *Class Size, *Elementary Grades, *Grouping Procedures, *Reading Instruction, Kansas State University.

Thirty-four teachers of grades one through six were asked to report the changes in reading group composition in their classrooms over a period of 17 weeks. Twenty-six teachers had at least 3 years of experience and were supervising student teachers. The other eight had 2 years of experience and had completed a graduate course in reading. They were employed in cities of 20,000 or more in Colorado, Illinois, Indiana, Iowa, and Kansas. Of 940 students reported in the 34 classrooms during the 17-week period, 9.1 percent were changed in their reading group. Of the pupils changed, 61 percent were boys and 38 percent were girls. Of the 34 teachers, 41 percent made no changes in reading group composition for the duration of the study. Contrary to expectation, reading group movement decreased in the upper grades. Detailed statistics are presented, and possible reasons for the findings are discussed. Tables and references are included. This article appeared in "The Reading Teacher," Volume 20, November 1966. (RH)

11. ED 013 728 RE 000 360
Remedial Reading Teachers - Where Do You Find Them.
By- Comstock, Aldythe T.
International Reading Assn., Newark, Del.
Pub Date Apr 67
Document not available from EDRS.

Descriptors- *Lay Teachers, *Part Time Teachers, *Remedial Reading Programs, *Remedial Teachers, Batavia, Elementary Grades, Illinois, Reading Instruction, School District 101.

The town of Batavia, Illinois, experimented with a plan for training its own reading teachers. Former teachers and other well-qualified individuals living in the community were hired to teach 2 to 4 days each week. During the preschool planning days, the special reading teachers (one for each elementary school) met with the reading coordinator to get an overall picture of the reading curriculum, the problems that might be encountered, and the materials needed. During the first weeks of school, the special teachers divided their time between meetings with the coordinator and periods in their own schools where they met the faculty and pupils, listened to reading problems, located teaching materials, looked up pupil records or assisted classroom teachers Children were referred to them by teachers or other individuals. Participation in the program was voluntary. Teachers reported that the children receiving this special instruction were better adjusted to the classroom situation and showed more interest in reading. Records of pupils' progress, their special interests and backgrounds, and materials they had read were kept. This article appeared in "The Reading Teacher," Volume 20, April 1967. (RH)

12. ED 013 729 RE 000 361
Teaching Reading to the Culturally Disadvantaged in Secondary Schools.
By- Strang, Ruth
International Reading Assn., Newark, Del.
Pub Date May 67
Document not available from EDRS.

Descriptors- *Culturally Disadvantaged, *Reading Instruction, Reading Improvement, Secondary Schools.

The reading problems of adolescents who have been deprived of pre-reading experiences and other advantages that children from more privileged homes enjoy are discussed. Techniques to combat apathy and to use with informal reading material for diagnostic purposes are suggested. Ten procedures follow which could be adapted to various situations: (1) instruction growing out of an informal test, (2) instruction and practice in word recognition, (3) fixing words in mind, (4) progress in word knowledge through the Fernald finger-tracing method, (5) how to read a sentence, (6) instruction in paragraph comprehension, (7) accent on speech, (8) operant conditioning or the immediate rewarding of specific desired behavior, (9) other methods, such as reading in a library, auto-instructional and programed materials, and (10) personalized instruction through the selection of suitable and attractive reading materials, often of the student's own choosing. References are included. This article appeared in "Journal of Reading," Volume 10, May 1967. (RH)

13. ED 013 730 RE 000 362
Vocabulary and Concept Development.
By- Langer, John H.
International Reading Assn., Newark, Del.
Pub Date Apr 67
Document not available from EDRS.

Descriptors- *Concept Formation, *Reading Achievement, *Reading Comprehension, *Vocabulary Development, Michigan, Oakland University, Rochester.

The processes of thought, of concept development, and of vocabulary development are significantly interrelated. Communication of ideas depends upon the ability to associate written and verbal symbols with the referents through a systematic process of reorganizing and integrating old and new concepts. The ability to associate, in turn, depends upon vocabulary development. Hence, a well-developed structure of concept associations is a function of vocabulary-concept relationships. Concepts are general ideas which involve discrimination and generalization. They exist at all levels of complexity, develop gradually from simple to complex mental constructs, and must be symbolized to be communicated effectively. While authorities in the field are aware of the difficulty of identifying, isolating, studying, and evaluating concepts, they recognize their importance to the acquisition of knowledge and to success in reading. Significant studies on concept development cited are those of Piaget, Russell, Braun, and Downey. This article appeared in "Journal of Reading," Volume 10, April 1967. (NS)

14. ED 013 736 RE 000 369
Mobile Reading Units and a Traveling Bookstore in Washington, D.C.
By- Lumley, Kathryn Wentzel
International Reading Assn., Newark, Del.
Pub Date Jan 67

Document not available from EDRS.

Descriptors- *Middle Schools, *Mobile Educational Services, *Recreational Reading, *Remedial Reading Programs, *Retarded Readers, District of Columbia, ESEA Title 1 Funds.

Title 1 funds support many reading projects in the schools of Washington, D.C. Two of these are the mobile reading units and a traveling bookstore. The self-contained mobile reading units are equipped to provide improved diagnostic services to students. The traveling paperback-bookstore offers a wide selection of books with freedom of choice for reluctant readers as part of the reading incentive seminars organized by the Secondary Education Department. Both units aim to encourage reluctant and retarded readers. Other projects financed by Title 1 funds in Washington, D.C., are the following: (1) the teacher aide program which relieves teachers of non-teaching duties so they can devote more time to professional reading instruction, (2) the reading resource teacher program which enables successful reading teachers to be the reading resource teachers for their schools through an intensive training course, (3) special 6-week summer reading programs for retarded readers. These and other projects have benefited thousands of teenage students, particularly the underachievers, the retarded readers, and the reluctant readers. This article appeared in "The Reading Teacher," Volume 20, January 1967. (NS)

15. ED 013 737 RE 000 370
Reading Programs for Mexican-American Children of Texas.
By- Yoes, Deck, Jr.
International Reading Assn., Newark, Del.
Pub Date Jan 67

Document not available from EDRS.

Descriptors- *Bilingual Students, *Disadvantaged Youth, *Migrant Children, *Reading Improvement, *Remedial Reading Programs, Corrective Reading, ESEA Title 1 Projects, Reading Programs, Texas Education Agency, Texas Project for the Education of Migrant Children.

Several Title 1 projects in Texas are reading improvement programs for Mexican-American children. El Paso's Project Second Chance provides each child with special reading instruction in well-equipped reading centers and after-school study centers with tutorial aides. A project on reading retardation, the Del Rio Program, aims for reading improvement and the teaching of English as a second language through audio-lingual methods. Edinburgh combines its elementary remedial language arts and corrective reading program with the teaching of Spanish to Spanish-speaking children utilizing individualized reading instruction through intraclass groupings and adapted materials. Operating in 40 Texas districts, the Texas Project for the Education of Migrant Children concentrates schooling into 6 months of developmental reading emphasizing oral language and the multisensory approach. San Antonio's Harlandale replicates all English language development activities in the Spanish language activities in a bilingual first-grade program. Corpus Christi hires teacher aides and conducts inservice training in corrective reading through a staff development program. All these Title 1 reading projects boast of better work-study habits and improved reading skills and attitudes. This article appeared in "The Reading Teacher," Volume 20, January 1967. (NS)

16. ED 013 738 RE 000 371
Reading in Appalachia.
By- Anderson, Lorena A.
International Reading Assn., Newark, Del.
Pub Date Jan 67
Document not available from EDRS.

Descriptors- *Disadvantaged Youth, *Elementary Grades, *Reading Improvement, *Reading Programs, *Secondary Grades, Appalachia, ESEA Title 1, West Virginia.

Two reading programs in West Virginia represented two distinct socioeconomic counties in Appalachia. Program 1 represented a county with isolated schools. Program 2 represented a county with an academically strong college and consolidated schools. Both programs attempted to teach students to read better and to develop better attitudes. Program 1 used the aural-oral approach to the teaching of reading, stressed the ability to communicate, and made available to the schools either a reading lab on wheels or a special reading room. While teachers designed the materials used, a staff including a special reading teacher, a reading consultant, a speech-and-hearing therapist, and three social workers met regularly for planning and evaluation. Program 2 students were grouped by grade level but were given completely individualized reading instruction in a special reading resource room. The staff included a school psychologist, an elementary guidance counselor, a medical doctor, a program coordinator, a supervisor, and several special reading teachers and teacher aides. Students, parents, teachers, and principals worked on informal evaluations. The college personnel helped in the action research aspects of the program. This article appeared in "The Reading Teacher," Volume 20, January 1967. (NS)

17. ED 013 739 RE 000 372
Title 1 - Catalyst for Change in Montana.
By- Scott, Palmer M.
International Reading Assn., Newark, Del.
Pub Date Jan 67
Document not available from EDRS.

Descriptors- *Elementary School Students, *Junior High School Students, *Reading Improvement, *Remedial Reading Programs, *Rural School Systems, ESEA Title 1 Funds, Montana.

Information on Title 1 allocations was disseminated in Montana through television programs, bulletins, news media, and personal interviews. By the end of fiscal year 1966, 288 of 521 approved projects were in reading and language arts. Some of the cooperative projects established are cited here. The Big Sandy District and eight other rural districts launched the Correction and Prevention of Reading Problems Project to remedy deficiencies in vocabulary in content courses, general reading ability, and reading readiness. The Inverness Reading Project emphasized a multiapproach of remedial and supplementary work for all grades and used individualized instruction and reading lessons taped by the children's mothers. The Lewiston City Schools held summer reading programs for 253 students in grades one through eight to correct poor study habits, to improve the student's self-image, and to prevent the regression brought about by summer vacation. In Flathead County schools, the mobile child was helped to establish basic skills more quickly through a highly intensive and enriched supplementary program emphasizing word attack skills. These representative programs indicate that the remote as well as the populated areas of Montana benefit from Title 1 funds. This article appeared in "The Reading Teacher," Volume 20, January 1967. (NS)

18. ED 013 740 RE 000 373
Individualized Reading with the Educables.
By- Baker, Carolyn C.
International Reading Assn., Newark, Del.
Pub Date Nov 66
Document not available from EDRS.

Descriptors- *Corrective Reading, *Educable Mentally Handicapped, *Individual Reading, *Primary Grades, *Reading Instruction, Fairfax, Virginia Public Schools.

The individualized reading technique was employed with a class of 16 educable primary children aged 6 through 10 years in Fairfax, Virginia, to counteract an initial attitude of total indifference toward reading. Books with high interest levels and with preprimer vocabulary were provided by the library and were attractively presented by the teacher. The children participated in a reading activity daily. They met with the teacher individually, although occasionally two or three children worked together. A working level was determined for each child by reviewing previous test results or by retesting. Depending on his own needs, each child used an activity book. Skills were taught individually and in groups. The children set their own reading goals and kept an account of the books they read. The children definitely profited by the close relationship with the teacher and by the absence of other children who might criticize. Confidence increased, and sometimes a child would read his book to the class or would take it home to read to his family. Extra planning was necessary to fit this technique in with other academic work, but the results were rewarding. This article appeared in "The Reading Teacher," Volume 20, November 1966. (RH)

19. ED 013 741 RE 000 374
Visual Training and Reading Performance.
By- Anapolle, Louis
International Reading Assn., Newark, Del.
Pub Date Mar 67
Document not available from EDRS.

Descriptors- *Reading Research, *Vision, *Visual Discrimination, *Visual Learning, Academic Achievement, Fryeburg, Fryeburg Academy, Maine, Reading Research Institute, Visual Perception.

Visual training is defined as the field of ocular reeducation and rehabilitation of the various visual skills that are of paramount importance to school achievement, automobile driving, outdoor sports activities, and occupational pursuits. A history of orthoptics, the suggested name for the entire field of ocular reeducation, is given. Reading as a visual act is discussed, and the following seven goals of visual training are explained: to develop smooth, rhythmic oculo-motor control, to eliminate any tendency for suppression of vision, to build fusion to its highest degree--stereopsis, to train accomodation facility for clear focusing, to improve convergence flexibility for accurate fixation, to train efficient hand and eye coordination skills, and to enhance speed and accuracy of visual perception. References are given. This article appeared in "Journal of Reading," Volume 10, March 1967. (RH)

20. ED 013 742 RE 000 375
Methods of Computing and Evaluating Residual Gain Scores in the Reading Program.
By- Tracy, Robert J. Rankin, Earl F., Jr.

International Reading Assn., Newark, Del.
Pub Date Mar 67

Document not available from EDRS.

Descriptors- *Achievement Gains, *Measurement Techniques, *Reading Research, *Statistical Analysis, Comparative Statistics, Student Improvement.

The "residual gain" statistic developed by Manning and DuBois is presented as a tool for the measurement of individual differences in improvement resulting from training. Rankin and Tracy utilized residual gain measures in evaluating reading progress and noted their potential as a research tool in studying correlates of reading improvement. In comparing residual gains with crude gain (the simple difference between pre- and post-training measures), a discrepancy in grades assigned for improvement in almost half the cases was found. Crude gains tended to underestimate the progress of superior improvers (as measured by residual gain) and to overestimate the progress of inferior improvers. Two computational formulas of primary interest to the researcher, the z-score method and the raw score method ~~are~~ presented with descriptions of their advantages and disadvantages. A computational method for evaluating residual gains in terms of derived scores based on the normal distribution curve is described. A short graphical method for assigning evaluation categories to residual gains in the classroom is presented. The methods for estimating and evaluating residual gains without laborious calculation should make the technique available to reading teachers with an elementary knowledge of statistics. Three references are included. This article appeared in "Journal of Reading," Volume 10, March 1967. (RH)

21. ED 013 743 RE 000 376
101 Books for Teaching the Disadvantaged.
By- Ornstein, Allan C.
International Reading Assn., Newark, Del.
Pub Date May 67

Document not available from EDRS.

Descriptors- *Booklists, *Cultural Disadvantagement, *Negro Students, *Puerto Ricans, *Urban Teaching, New York City Schools, Reading Instruction, Secondary Education, Urban Culture, Urban Education.

An annotated bibliography of 101 books suitable for teaching urban disadvantaged Negro and Puerto Rican children is presented. The books reflect the role and contribution of the Negro and Puerto Rican in our history, enhance the essential dignity and integrity of minorities, provide appreciation and understanding of minorities, and promote brotherhood. Most often, the disadvantaged child is deficient in reading skills. Consequently, the books recommended for junior high school range from fifth- to ninth-grade reading level, and the books recommended for high school students start from the eighth-grade level. The books are listed under six headings: The Past Reexamined, Current Literature Which Reflects Our National Challenge, Music and Art, Poetry, Theater, Literature, The Sports World, and Fiction and Short Stories. This article appeared in "Journal of Reading," Volume 10, May 1967. (RH)

22. ED 013 744 RE 000 377
Ten Guidelines for Teaching the Disadvantaged.
By- Rauch, Sidney J.
International Reading Assn., Newark, Del.
Pub Date May 67
Document not available from EDRS.

Descriptors- *Disadvantaged Youth, *Guidelines, *Reading Improvement, *Reading Materials, *Reading Skills, Hempstead, Hofstra University, New York.

Ten guidelines for teachers of disadvantaged students with reading problems are suggested: (1) proceed on the assumption that the student is capable of reading improvement and creative thinking, (2) use reading materials at or slightly below his instructional level, (3) choose selections that deal with people and situations he can identify with, and give brief and well-motivated assignments which assure success, (4) be alert and sensitive to his needs, (5) avoid standardized tests for these only show repeatedly that he is below grade expectations, (6) clarify word meanings and concepts before reading in the content areas, (7) involve more than word recognition exercises in your reading program, (8) use a variety of approaches and vary your daily program, (9) emphasize reading-study skills in the content areas, and (10) remember that the learning process is basically a motivation-clarification-application-satisfaction process. Materials are recommended for word-recognition skills, comprehension skills, and reading-study skills, and professional books for teachers. References are included. This article appeared in "Journal of Reading," Volume 10, May 1967. (NS)

23. ED 013 745 RE 000 378
A City-Wide Vocabulary Project for Ninth-Grade Students.
By- Von Horn, Arlene Janes, Edith
International Reading Assn., Newark, Del.
Pub Date Apr 67
Document not available from EDRS.

Descriptors- *Grade 9, *Language Arts, *Reading Research, *Vocabulary Development, Gary Public Schools, Indiana, Language Development, Reading Comprehension, Reading Programs, Reading Skills, Teacher Evaluation.

The results of standardized tests in language arts covering 10 years for grades nine through 12 in Gary, Indiana, revealed the need for a directed program in vocabulary instruction. A 2-year pilot study on vocabulary development using the direct approach was conducted among 5,000 ninth-grade students. A pretest was followed by 20 weekly lessons, each consisting of 20 words selected from adopted ninth-grade textbooks and accompanied by definitions, diacritical marking, sample sentences, and spaces for the students' original sentences. Weekly tests, review tests every 5 weeks, and a post test similar to the pretest were administered. The use of the materials developed for this study was recommended by 96 percent of 55 participating teachers. One hundred percent of these teachers observed a better student performance on the post test. The materials used in this study were included in the regular ninth-grade language curriculum in Gary schools. Samples of the pretest, weekly lessons, weekly tests, review tests, and progress charts accompany this article. This article appeared in the "Journal of Reading," Volume 10, April 1967. (NS)

24. ED 013 746 RE 000 379
Why Do High School Students Read.
By- Emans, Robert Patyk, Gloria
International Reading Assn., Newark, Del.
Pub Date Feb 67
Document not available from EDRS.

Descriptors- *High School Students, *Reading Interests, *Student Motivation, Independent Reading, Univ. of Chicago, Waukesha, Waukesha High School, Wisconsin.

A forced-choice type of questionnaire was used to study the reading motives of high school students and the effect of intelligence, reading level, sex, age, and social class on informational, identificational, esthetic, and recreational motives. Definitions of each motive and a list of reasons for reading were given to five judges for classification. Reasons on which all judges agreed were included in a questionnaire given to 324 students from middle and lower socioeconomic classes in grades nine through 12. Reading level and intelligence scores were also obtained. Results showed that the recreational motive ranked highest for all students and was followed by the informational, identificational, and esthetic motives. Students with low reading level and intelligence tended to rank recreation lower and identification higher. Boys ranked information higher than girls did, and only a very small percentage of either sex gave esthetics a high ranking. The younger students ranked recreation higher than older students did. No significant relationship was found between reading motives and social class. Results are summarized in three tables, and a list of references is given. This article appeared in "Journal of Reading," Volume 10, February 1967. (NS)

25. ED 013 747 RE 000 380
Those Pesky Book Reports.
By- Carroll, L. Patrick
International Reading Assn., Newark, Del.
Pub Date Apr 67
Document not available from EDRS.

Descriptors- *Book Reviews, *Critical Reading, *Independent Reading, *Literature Appreciation, *Recreational Reading, Alma College, California, Los Gatos.

A common problem in assigning book reports is how to test whether students actually read the book or whether they rely on sources besides the book itself. A single-book approach devised to give some degree of certitude that students read the book blends three elements: (1) actual reading of the book as checked by an objective test, (2) deeper understanding of the book as evaluated by a written analysis, and (3) appreciation and enjoyment of the book as shown by some remarks on merit, style, and beauty. When the book is assigned the students are asked to look for elements such as stylistic traits, remarks on the setting, or weaknesses and strengths of the author. From five suggested topics each student chooses one on which to base a written analysis of the book. A 5-minute objective test is also given after which the test questions are discussed. Critical reading is encouraged by asking students to take a stance, prove a point, raise a vital question, or uncover evidence to support statements in their oral and written work. This article appeared in "Journal of Reading," Volume 10, April 1967. (NS)

26. ED 013 748 RE 000 384
A Vocabulary Study Comparing Reading, Arithmetic, Health and Science Texts.
By- Stauffer, Russell G.
International Reading Assn., Newark, Del.
Pub Date Nov 66
Document not available from EDRS.

Descriptors- *Primary Grades, *Readability, *Reading Level, Reading Research, *Vocabulary, Arithmetic, Health Books, Reading, Science Materials, Textbook Research, University of Delaware.

Word counts were made to compare the vocabularies in reading, health, science, and arithmetic textbooks for grades one to three. Counts were made in seven different basic reading series and in three different series in each of the three content areas. The limitations of the word counts are specified. Frequency of occurrence was used to analyze the data. The seven reading series introduced about twice as many new words at the third-grade level than did the three science series. Of the 570 new words presented in the first-grade reading series, 117 words were common to all series. The words used in different reading series varied more at the higher grade levels. Only 11 words were common to the reading and arithmetic series at the first grade level. Other results, conclusions, and one reference is included. This article appeared in "The Reading Teacher," Volume 20, November 1966. (BK)

27. ED 013 750 RE 000 387
Ten More Important Sources of Information on Visual Perception in Relation to Reading.
By- Vernon, M. D.
International Reading Assn., Newark, Del.
Pub Date Nov 66

Document not available from EDRS.

Descriptors- *Reading Research, *Visual Perception.

An annotated bibliography of ten studies or writings on problems related to visual perception published between 1954-1964 is presented. This article appeared in "The Reading Teacher," Volume 20, November 1966. (RH)

28. ED 014 391 RE 000 328
Pathology or Immaturity--An Evaluation of Changes in Form Copying.
By- Faust, Margaret Faust, William L.
Claremont Graduate School and Univ. Ctr., Calif.
Pub Date 66

Document not available from EDRS.

Descriptors- *Maturity Tests, *Perception Tests, *Perceptual Development, *Primary Grades, *Reading Readiness, Bender Gestalt, Elementary Grades, Pomona College, Scripps College.

The assumption that reading disability can result from a gap between the developmental maturity of children and the demands of a beginning reading program carries with it the problem of assessing developmental status. A longitudinal study conducted to derive a method for identifying signs of immaturity related to later reading difficulties used 102 different designs from five known tests of perceptual-motor readiness with 2,000 children in 72 kindergarten to grade-4 classes. The children's reproductions were analyzed in terms of "plans" which are the various perceptual units each child used in analyzing and organizing a whole design before copying it. Designs too complex for the child's level of maturity yielded plans which were not sufficiently articulated, plans which were too global, and those in which parts were not well differentiated or in which spatial relations were distorted. Immaturity in perceptual-motor functioning in kindergarten and grade 1 is part of the normal developmental pattern, and maturity is developed through tactual, visual, and manipulatory experiences. Detailed findings, examples of the children's reproductions, and a bibliography are included in this report. This paper appears in the "Claremont Reading Conference, Thirtieth Yearbook," Claremont Graduate School Curriculum Laboratory, Claremont, California. (NS)

29. ED 014 392 RE 000 381
Junior High Lexicographers.
By- Brown, L. Lakota
Pub Date Oct 66
Document not available from EDRS.

Descriptors- *Dictionaries, *Junior High School Students, *Lexicography, *Listening Skills, *Vocabulary Skills, Arizona, Marana, Marana Junior High School.

The learn-by-doing method was used in the "Lexicographers for a Week" project of two eighth-grade classes at Marana Junior High School in Arizona. Each student listed 10 slang words he and his friends commonly used. From this the teacher made a master list. The students were then asked to listen for these words for a whole week and to write down the quotation, the speaker, the situation, and a probable definition on a citation card. There was a required minimum of 10 citation cards per student. Over 1,000 separate cards were collected. The two classes were later divided into separate dictionary staffs to work on definitions, etymology, pronunciation, spelling, and areas of grammar. The information for final entries was compiled into a "Slang Dictionary," and a copy was given to each student. The project was successful in that the complex skills involved in dictionary study were learned more thoroughly, and the students were made to realize how much work goes into the compilation of a dictionary. This article appeared in "English Journal," Volume 55, October 1966. (NS)

30. ED 014 393 RE 000 382
Why Read Poetry in High School.
By- Goba, Ronald J.
Pub Date Feb 67
Document not available from EDRS.

Descriptors- *High Schools, *Poetry, *Reading Instruction, Connecticut, Lebanon, Literature Appreciation, Lyman Memorial High School.

Teaching students to enjoy poetry as poetry is often neglected. Taking parts of a poem out of context and analyzing them makes the study of poetry everything but pleasurable to students and teachers alike. The study of facts about poetry is necessary, but should be combined with the study of the function, the effect, and the operation of a poem. These, together with the stimulation of imagination, the encouragement of expression, and the development of a deeper insight into life, combine to make the study of poetry both informational and pleasurable. This article appeared in "English Journal," Volume 56, February 1967. (NS)

31. ED 014 394 RE 000 383
Teaching Meaning through Structure in the Short Story.
By- Peltzie, Bernard E.
Pub Date Sep 66
Document not available from EDRS.

Descriptors- *Critical Reading, *Interpretive Reading, *Questioning Techniques, *Short Stories, *Teaching Techniques, Antelope Valley High School, California, Lancaster.

In the short story where neither character, setting, nor plot is developed sufficiently to allow a thorough interpretation of the story, the structure or shape of the story could be used as the transmitter of meaning. This approach, which depends on intelligent sensitivity, consists of establishing the structural parts of the story, justifying these partitions, and comparing them to determine interrelationships. Two short stories, "The Open Window" by Saki and "The Fly" by Katherine Mansfield, are used to show how the structural approach proceeds. Examples of questions which require the students to analyze, synthesize, and evaluate in order to help them understand the structure of the story are italicized and used in a detailed discussion of the two short stories. These questions demonstrate the kinds of intellectual skills and abilities that could be tapped through this approach. This article appeared in "English Journal," Volume 55, September 1966. (NS)

32. ED 014 395 RE 000 385
Title I--How the Money Is Spent and What Services Are Provided.
By- Haven, Julia M.
International Reading Assn., Newark, Del.
Pub Date Jan 67
Document not available from EDRS.

Descriptors- *Elementary Schools, *Federal Programs, *Financial Support, *Secondary Schools, Curriculum Development, Reading Programs, School Services, School Systems, Title 1.

A discussion of Title 1 features and services is presented. The legislation is intended to meet the needs of all students in preschool, elementary school, and secondary school, including mentally and physically handicapped students. The programs set up under Title 1 must be evaluated annually, and reports of results must be disseminated. The allocation of funds depends upon the needs of the community. Funds have been appropriated for the improvement of existing programs, remedial reading programs, daily lunches, and inservice teacher education. This article appeared in "The Reading Teacher," Volume 20, January 1967. (BK)

33. ED 014 396 RE 000 404
Perceptual Systems in Reading--Prediction of a Temporal Eye-Voice Span Constant. Final Report.
By- Geyer, John Jacob
California Univ., Berkeley
Office of Education, Washington, D.C.
Report Number BR-5-8159 Pub Date 66
Contract OEC-5-10-362
Document not available from EDRS.

Descriptors- *Eye Movements, *Reading Research, *Visual Perception, Perceptual Development, Reading Skills, University of California.

A doctoral dissertation which explores the classical theory of perception in reading is reported. The facts reported in perceptual research are realigned in terms of certain premises of general open systems theory as utilized by the substrata-factor theory and the particular point of view of the information theorist Broadbent to produce a new heuristic model of perception. The model which satisfactorily explained the known facts was then used to predict new facts and relationships. Two hypotheses were tested. (1) During smooth oral reading, the temporal eye-voice span will remain virtually constant, and the period of time separating the eye and voice will approximate 1 second. (2) In those situations where an interruption of smooth, balanced reading occurs, the eye will take corrective action following which the systems will quickly reestablish the preinterruption balance. Data were derived from 1,465 eye-voice span pairings furnished by eight subjects reading three passages aloud before the Gilbert Eye-Movement Camera. Experimental procedures and materials are described, and results are discussed. Both hypotheses were supported. Suggestions for future research, tables, figures, temporal eye-voice span charts for each subject for passage 4, and an extensive bibliography are included. This document is available as Order No. 67-8562 from University Microfilms, Ann Arbor, Michigan 48106, for $3.00 in microfilm and $8.80 in hard copy. (RH)

34. ED 014 401 RE 000 410
A Directory of College and University Reading Clinics/Centers in the United States, 1966-67.
By- Helms, Walter E.
Lambuth Coll., Jackson, Tenn.
Pub Date 67

Document not available from EDRS.

Descriptors- *Directories, *Reading Centers, *Reading Clinics, Jackson, Lambuth College, Remedial Reading Clinics, Tennessee.

A listing of the addresses of reading clinics and centers and their directors is presented. The listing is based on a survey of accredited colleges and universities in the United States which are listed in the Educational Directory, 1965-66. The institutions are classified by type of reading program and are arranged alphabetically by state. This document is available from Walter E. Helms, Lambuth College, Jackson, Tennessee. (RH)

35. ED 014 403 RE 000 412
First-Year Report on the Hegeler Project Reading Study.
By- Hughes, Ann Thomas, Nellie
Hegeler Foundation, La Salle, Ill.
Pub Date Mar 66

Document not available from EDRS.

Descriptors- *Basic Reading, *Beginning Reading, *Phonics, *Textbooks, Hegeler Foundation, Hegeler Project Reading Study, Illinois, La Salle, Reading Materials, Reading Skills, Writing Skills.

In September 1964 the Hegeler Foundation conducted a widescale reading study to determine whether or not the correlated language arts program based on the "Open Court Basic Readers" would produce superior results in reading and writing achievement. The first-year results are presented. Thirty-two experimental classes and 32 control classes in nine school systems in nine states were involved. The pupils studied were of comparable intelligence, age, and socioeconomic background. The correlated language arts program was basic to the experimental program which emphasized intensive phonics and writing and used the first reader of the "Open Court Readers." The control program emphasized sight vocabulary and context clues and used readers other than the "Open Court Readers." Tests given were the Pintner-Cunningham Primary Test of Mental Ability and five subtests of the Stanford Achievement Test. Results indicated that the experimental program was significantly superior to the control program in five areas--word reading, paragraph meaning, vocabulary, word study skills, and spelling--for any intelligence or age level, for both sexes, under varied conditions, and even for remedial purposes. At the end of the school year, the 64 teachers involved reported the strengths and weaknesses of the program they used and evaluated pupil progress. The experimental teachers tended to give more favorable comments. Tables and graphs are included. This document is published by the Hegeler Foundation, Box 399, La Salle, Illinois 61301. (NS)

36. ED 014 404 RE 000 413
Reading in Grades 7-12, A Handbook for Teachers and Administrators.
By- Briggs, Daniel A. And Others
Glassboro State Coll., N.J.
Pub Date 64

Document not available from EDRS.

Descriptors- *Reading Programs, *Secondary Grades, *Teaching Guides, Glassboro State College, New Jersey, Reading Instruction, Reading Skills.

This handbook is designed to aid secondary school teachers who are called upon to teach reading along with their special subject, but who have had no college preparation for teaching the various reading skills. The contents include an overview of reading, developmental reading, remedial programs, reading and the subject teacher, administering a reading program, and evaluating a program. Chapter 1 provides the background information necessary for the teaching of reading skills. Chapters 2 and 3 differentiate between remedial and developmental reading programs. The roles of the classroom teacher and the reading specialist are discussed. Chapter 4 gives suggestions for combining reading instruction with the various secondary school subjects. A bibliography is included. This document is available for $1.50 from the Curriculum Development Council for Southern New Jersey, Glassboro State College, Glassboro, New Jersey. (RH)

37. ED 014 408 RE 000 434
The Development of a Classification Scheme of Contextual Aids.
By- Ames, Wilbur S.
International Reading Assn., Newark, Del.
Pub Date 66
Document not available from EDRS.

Descriptors- *Content Reading, *Context Clues, *Reading Comprehension, *Reading Research.

A study was conducted to determine from the verbal responses of readers the types of contextual aids that serve as clues to the meanings that might be attached to simulated words and to classify these contextual aids on the basis of the elements of the verbal context that was utilized by the reader. An introspective technique was used in collecting data. Subjects were 12 advanced graduate students pursuing Ph.D 's in education. Twenty reading selections were chosen from "The Saturday Evening Post" and the "Reader's Digest." The particular contextual situations to be analyzed were randomly chosen--every 50th word in the text, provided that word was an adjective, an adverb, a noun, or a verb. A classification scheme of contextual aids containing 14 distinct categories was devised. It was concluded that it is possible to place the types of contextual aids that readers use into a classification scheme of substantial reliability. Tables and references are included. This article appeared in the "Reading Research Quarterly," Volume 2, Number 1, Fall 1966. (RH)

38. ED 014 409 RE 000 435
A Reaction to Sister Mary Edward Dolan's Linguistics in Teaching Reading.
By- Barnhart, Clarence L.
International Reading Assn., Newark, Del.
Pub Date 67
Document not available from EDRS.

Descriptors- *Linguistics, *Reading Instruction, *Research Reviews (Publications), *Word Recognition, Grade 4, Linguistic Patterns, Orthographic Symbols, Reading Programs, Spelling.

A reaction to Sister Mary Edward Dolan's article, "Effects of a Modified Linguistics and Word Recognition Program on Fourth-Grade Reading Achievement," which appeared in the "Reading Research Quarterly" and which describes the results of a 3-year experiment in teaching reading with a basal system to a control group of 10 classrooms and teaching reading with a modified linguistic system to 10 classrooms is presented. A linguistic system is defined, and the extent to which it is modified in Sister Dolan's experiment is explained by the application of these two criteria of a linguistic system--the control of spelling patterns and the presentation of symbol-sound correlations in words. It is pointed out that the modified linguistic experiment in teaching reading carried out in Detroit did not meet either criterion. Further critical analysis is made, and it is concluded that the experiment of Sister Dolan provides a basis upon which further experimentation can be made. This article appeared in the "Reading Research Quarterly," Volume 2, Number 3, Spring 1967. (BK)

39. ED 014 410 RE 000 436
English Orthography--Its Graphical Structure and Its Relation to Sound.
By- Venezky, Richard L.
International Reading Assn., Newark, Del.
Pub Date 67
Document not available from EDRS.

Descriptors- *English, *Language Research, *Language Typology, *Orthographic Symbols, Graphemes, Morphemes, Morphophonemics, Phonology, Spelling, Vowels.

Sets of orthographic patterns based on an analysis of the spellings and pronunciations of the 20,000 most common English words are organized and presented. Two basic sets of patterns are discussed. The first pertains to the internal structure of the orthography--the classes of letters (graphemes) and the allowable sequences of these letters (graphotactics). The second set contains those patterns which relate spelling to sound. Each functional orthographic unit is classed as a relational unit or a marker, depending upon whether it relates to sound itself or marks the functioning of some other unit. Relational units are mapped first onto an intermediate (morphophonemic) level by one set of rules and then into sound by another set of rules, thus allowing a clear separation of rules based primarily upon orthographic considerations from those based primarily upon morphemic and phonemic considerations. This article appeared in the "Reading Research Quarterly," Volume 2, Number 3, Spring 1967. (Author)

40. ED 014 411 RE 000 437
An Exploratory Study of Reading Skill Deficiencies and Psychiatric Symptoms in Emotionally Disturbed Children.
By- Wilderson, Frank B., Jr.
International Reading Assn., Newark, Del.
Pub Date 67
Document not available from EDRS.

Descriptors- *Emotional Problems, *Reading Difficulty, Emotionally Disturbed Children, University of Minnesota.

Clinical and experimental evidence is presented which suggests the general hypothesis that specific reading disabilities are related to symptomatic expressions of more central emotional disorders. Factors of reading dysfunction appear as characteristic phenomena associated with factors of other behavioral-emotional symptoms in children. Intercorrelation matrices of reading related skills and psychiatric symptoms were factor analyzed separately and yielded four psychiatric and seven reading deficiency factors. An analysis of the correlations between sets of factors suggested that there is significant commonality across symptom domains to confirm predictions made in this area. Factor sets showing significant correlations are interpreted and discussed. The subjects were 50 children between the ages of 9 and 14 years who had been referred to the Children's Psychiatric Hospital, Ann Arbor, Michigan, for an evaluation of their emotional disorders. Each child underwent extensive psychological testing and psychiatric evaluation in addition to reading assessment. This article appeared in the "Reading Research Quarterly," Volume 2, Number 3, Spring 1967. (Author)

41. ED 014 412 RE 000 438
Some Psycholinguistic Correlates of Reading Disability in Young Children.
By- McLeod, John
International Reading Assn., Newark, Del.
Pub Date 67

Document not available from EDRS.

Descriptors- *Auditory Discrimination, *Grade 2, *Reading Research, *Retarded Readers, *Visual Discrimination, Verbal Learning, Visual Learning, Word Lists, Word Recognition.

The ability of second graders to produce tachistoscopically presented letter sequences and discriminate and vocally reproduce auditorily presented words was studied in three experiments. The reading disability group was found to be significantly and consistently inferior to the control group in reproducing the visually presented letter sequences of zero-, first-, and second-order approximations to printed English. Their deficiency was independent of the order of approximation. The reading disability group was also significantly inferior in vocally reproducing auditorily presented words which had been preceded by contexts of first- and third-order approximations to spoken English. However, the inferiority of the reading disability group was less marked when the stimulus words were preceded by the more redundant English context. No significant difference was found between the groups' ability to vocally reproduce isolated monosyllabic words, but the reading disability group was significantly inferior in discriminating between two monosyllabic words which differed in only a single phoneme. The results are discussed within a psycholinguistic framework, and the child is conceptualized as a communication channel of limited capacity. Tables and a bibliography are given. This article appeared in the "Reading Research Quarterly," Volume 2, Number 3, Spring 1967. (BK)

42. ED 014 413 RE 000 439
Effects of a Modified Linguistic Word Recognition Program on Fourth-Grade Reading Achievement.
By- Dolan, Sister Mary Edward
International Reading Assn., Newark, Del.
Pub Date 66

Document not available from EDRS.

Descriptors- *Basic Reading, *Grade 4, *Linguistics, *Reading Achievement, *Reading Research, Intelligence Differences, Matched Groups, Reading Instruction, Reading Programs, Reading Skills, Word Recognition.

The reading achievement of fourth-grade students who were taught word recognition by either a basal approach or a basal approach with linguistic emphasis was investigated. A sample of 10 classrooms matched on intelligence, chronological age, and socioeconomic status was selected from school systems in Iowa and Michigan. The Lorge-Thorndike Nonverbal Intelligence Test, the Bond, Clymer, Hoyt Silent Reading Diagnostic Test, and the Gates Reading Survey were administered. Analysis of covariance, t tests, and multiple regression were used to analyze the data. Unadjusted mean scores indicated that the experimental group was superior in all skills except word synthesis. When intelligence was used as the covariate, the experimental group was superior. The average and low mental ability groups benefited more from the experimental treatment than did the high ability group. The following three word recognition skills contributed significantly to rapid comprehension: synthesis, recognition of words in context, and phonetic knowledge. Most of the multiple correlations indicated that word recognition skills accounted for at least one half the variance in predicting reading ability. Further results, tables, and a bibliography are included. This article appeared in the "Reading Research Quarterly," Volume 1, Number 4, Summer 1966. (BK)

43. ED 014 414 RE 000 440
The Achievement of Pre-School Readers--Two Longitudinal Studies.
By- Durkin, Dolores

International Reading Assn., Newark, Del.
Pub Date 66
Document not available from EDRS.

Descriptors- *Early Reading, *Reading Achievement, *Reading Readiness, Reading Tests, University of Illinois.

Two longitudinal studies of the effects of early reading on later achievement are reported. Early readers are children whose reading was the product of nonschooling, who identified 18 out of 37 words on an oral test, and who could achieve a raw score on the Gates Primary Reading Tests. The 1958 study tested 49 early readers over a 6-year period and compared their achievement with that of equally intelligent nonearly readers. The 1961 study examined the progress of 156 early readers over a 3-year period and also compared their achievement with that of nonearly readers. The tests used paralleled those used in the first study. The results for both studies indicated that beginning first graders differ greatly in what they can do and what they want to do and that the average achievement of early readers with 5 or 6 years of schooling was significantly higher than the average achievement of nonearly readers of comparable intelligence who had 6 years of schooling. The need for more flexible kindergarten programs is implied. The tabulated results are included in this report. This article appeared in the "Reading Research Quarterly," Volume 1, Number 4, Summer 1966. (NS)

44. ED 014 415 RE 000 441
The Delacato Interpretation of Neurological Organization.
By- Robbins, Melvyn Paul
International Reading Assn., Newark, Del.
Pub Date 66
Document not available from EDRS.

Descriptors- *Grade 2, *Lateral Dominance, *Neurology, *Reading Achievement, *Reading Research, Arithmetic, Delacato Approach, Individual Development, Reading, Theories.

The results from an experiment testing a series of six hypotheses deduced from the Delacato interpretation of neurological organization are presented. Subjects in the 3-month study were second graders from the Chicago Archdiocesan School System who represented similar backgrounds and socioeconomic levels. Comparisons were made of the reading and lateral development among the three groups of second graders--the first group was exposed to the Delacato type program, the second was exposed to a nonspecific or placebo type program, and the third acted as traditional controls. In addition, a series of comparisons was made between reading and initial levels of neurological organization and laterality. Post-tests were administered, and all three groups took the reading test. Members of the experimental group were also tested in arithmetic and laterality. The tests administered were the California Achievement Test, the California Test of Mental Maturity, the Harris Tests of Lateral Dominance, and a creeping test. Chi square, correlation, analysis of variance, and analysis of covariance were used to analyze the data. The results did not support the rejection of any of the six null hypotheses which suggested that the Delacato type program did not enhance the lateral reading development of the subjects and that the postulated relationship between neurological organization and reading could not be supported by this study. This article appeared in the "Reading Research Quarterly, " Volume 1, Number 3, Spring 1966. (BK)

45. ED 014 416 RE 000 442
Approaching I.T.A. Results with Caution.
By- Southgate, Vera
International Reading Assn., Newark, Del.
Pub Date 66
Document not available from EDRS.

Descriptors- *Beginning Reading, *Initial Teaching Alphabet, *Research Design, *Research Problems, Experimental Programs, Orthographic Symbols, School of Education, University of Manchester.

Reports on the effectiveness of the Initial Teaching Alphabet (i.t.a.) for instruction in beginning reading should be considered with caution. Since no detailed description of the experimental designs used is available, educators fail to assess results objectively and are misled by dramatic gains which refer to special conditions. Hawthorne effects or the effects of an awareness of being observed are likely to be present in both experimental and control groups. It is suggested that unless i.t.a. experimental designs have more than one experimental group and have a control group that continues with its normal activities and is unaware of being a part of the total experiment, results will merely indicate that reading gains increase when a reading drive is in effect. This article appeared in the "Reading Research Quarterly," Volume 1, Number 3, Spring 1966. (NS)

46. ED 014 417 RE 000 443
The Cooperative Research Program in First-Grade Reading Instruction.
By- Bond, Guy L. Dykstra, Robert
International Reading Assn., Newark, Del.
Pub Date 67
Document not available from EDRS.

Descriptors- *Beginning Reading, *Reading Instruction, *Reading Materials, *Reading Programs, *Reading Research, Reading Achievement, Reading Readiness.

Data relevant to the following three questions were drawn from 27 individual studies comprising the cooperative research program in first-grade reading instruction: (1) to what extent are various pupil, teacher, class, school, and community characteristics related to achievement in first-grade reading and spelling, (2) which approach to initial reading instruction produces superior reading and spelling achievement at the end of the first grade, and (3) is any program uniquely effective or ineffective for pupils with high or low readiness for reading. The instructional approaches evaluated include the basal, the basal plus phonics, the i.t.a., the linguistic, the language experience, and the phonic/linguistic. The ability to recognize letters of the alphabet prior to beginning reading was the single best predictor of first-grade reading achievement. An analysis of methodology indicated that the various nonbasal instructional programs tended to be superior to basal programs as measured by word recognition skills after one year of reading instruction. Differences between basal and nonbasal programs were less consistent when comprehension, spelling, rate of accuracy of reading, and word study skills were evaluated. No method was especially effective or ineffective for pupils of high or low readiness. Tables, a review of the literature, and a bibliography are included. This article appeared in the "Reading Research Quarterly," Volume 2, Number 4, Summer 1967. (RH)

47. ED 015 093 RE 000 420
The 1965 Thinking Student--The 1985 Thoughtful Citizen.
By- Tooze, Ruth
Temple Univ., Philadelphia, Pa.
Pub Date 66
Document not available from EDRS.

Descriptors- *Communication Skills, *Curiosity, *Knowledge Level, *Participant Involvement, *Values, Annual Reading Institute, Educational Demand, Educational Needs, Language Arts, Language Skills, Temple University.

The role of the language arts in educating citizens for the future is discussed. It is imperative to help citizens develop abilities and skills which will enable them to cope with life's problems in a rapidly changing world. Knowledge, a sense of values, self-involvement, and a sense of wonder should be developed in today's student so that he will better understand tomorrow's world. He must acquire accurate and up-to-date knowledge of every aspect of his universe. He must be aware that values differ in other cultures. He must have the flexibility to accept inevitable changes, the resourcefulness to create needed change, a sincere interest in differences, and an insight into relationships. Finally, he must keep alive a sense of wonder. All these abilities depend on thinking of the highest level and on the four facets of communication--listening, speaking, reading, and writing. Language arts, therefore, becomes the basic tool in educating citizens for the future world. This article is published in "Reading and Thinking, Proceedings of the 22nd Annual Reading Institute at Temple University," Temple University, Philadelphia, Pa.,1965. (NS)

48. ED 015 094 RE 000 421
Word Perception in the Reading-Thinking Process.
By- Johnson, Marjorie Seddon
Pub Date 66
Document not available from EDRS.

Descriptors- *Perception, *Reading Processes, *Thought Processes, *Word Recognition, Annual Reading Institute, Perceptual Development, Reading Development, Temple University.

Word perception is discussed not as a mechanical tool but as a thinking process. How individuals perceive printed forms depends on the stage of development of their reading abilities. The beginning reader proceeds on the basis of word forms he recognizes as wholes. Later he uses context and picture clues, verbal context, general configurations, significant details, and known word elements. The transitional reader gradually acquires basic immediate recognition vocabulary, more spontaneous response to printed forms, and word-analysis techniques. He uses these aids less and less as he approaches maturity in reading. In developing word-analysis techniques, the learner should accumulate experience in word perception, move through a process of abstraction, and finally generalize with principles which guide analysis of unknown word forms. Word perception, therefore, is not merely a mechanical tool. It is a thinking process. Effective instruction in this facet of reading should use known words, follow a sequential pattern, proceed along heuristic lines, use true generalizations, provide adequate experience in applying the techniques, and aim for spontaneous word recognition. This paper is published in "Reading and Thinking, Proceedings of the 22nd Annual Reading Institute at Temple University," Temple University, Philadelphia, Pa., 1965. (NS)

49. ED 015 095 RE 000 422
Reading Instruction and Cognitive Processes.

By- Stauffer, Russell G.
Pub Date 66

Document not available from EDRS.

Descriptors- *Cognitive Processes, *Concept Formation, *Critical Reading, *Critical Thinking, *Reading Instruction, Annual Reading Institute, Comprehension, Temple University, Thought Processes, University of Delaware.

Reading and thinking are not always distinct from each other, although each represents different functions and uses. The problem is not whether the two are synonymous, but how much teachers should tell students and how much students should discover for themselves. Recent studies show that children are capable of applying elementary skills of cognitive functioning, even at an early age. All students, therefore, must be given the opportunity to act, to discover, and to make judgments through a reading-thinking process. To read is to deal with cognitive structures through assimilation and accomodation. Reading is accompanied by developmental changes as assimilation-accomodation relationships evolve. Reading is a continuous process of cognitive functioning which involves concept formation as well as categorization. To acquire concepts, the student uses intellectual functions which lead him to categorize. Hence, reading instruction should be a directed reading-thinking activity and should allow students to be articulate, to act deliberately, and to use these intellectual functions. This article is published in "Reading and Thinking, Proceedings of the 22nd Annual Reading Institute at Temple University," Temple University, Philadelphia, Pa., 1965. (NS)

50. ED 015 096 RE 000 423
Reading--A Thinking Process.
By- Stauffer, Russell G.
Pub Date 66

Document not available from EDRS.

Descriptors- *Cognitive Processes, *Critical Reading, *Elementary Grades, *Reading Instruction, Annual Reading Institute, Group Instruction, Temple University, Thought Processes, University of Delaware.

In order to teach reading as a thinking process, teachers should believe that children can think and can be taught to read critically, even at a very young age. Three aspects of the reading-thinking process include declaration of purposes, reasoning, and judgment. The nature of the purposes determines what is to be read and how it is to be read. Reasoning while reading involves the manipulation of ideas to discover logical relationships which eventually lead the reader to make judgments. A fourth aspect might be the refinement and extension of ideas. The directed reading-thinking activity plan is suggested for use with a group using the same materials at the same time under teacher guidance. The plan involves (1) identifying purposes for reading, (2) guiding the adjustment of rate to purpose and material, (3) observing, (4) developing comprehension, and (5) conducting fundamental skill training activities. The plan proceeds on the assumption that children are capable of thinking, acting purposefully, examining, using experience and knowledge, weighing facts, making judgments, having interests, learning, understanding, and making generalizations. This paper is in "Reading and Thinking, Proceedings of the 22nd Annual Reading Institute at Temple University," Temple University, Philadelphia, Pa., 1965. (NS)

51. ED 015 097 RE 000 424
Factors Affecting Thinking and Comprehension Skills.
By- Abrams, Jules C.
Pub Date 66
Document not available from EDRS.

Descriptors- *Cognitive Processes, *Comprehension, *Individual Differences, *Thought Processes, Annual Reading Institute, Concept Formation, Educational Experience, Hahnemann Medical College and Hospital, Institute for Learning Disability, Intelligence, Physiology, Psychological Needs, Socioeconomic Influences, Temple University.

Intellectual, educational, neurological, physiological, psychological, and sociological factors in various patterns of interrelationships influence the thinking process. Individuals differ in the concepts they hold and in their use of these concepts because of variations in intelligence and background of experience. The range and level of concepts they have influence their reaction to situations. Hence, experience and concept formation play fundamental roles in the development of thinking abilities. These in turn are influenced by the physical, emotional, and social status of the individual. Poor health, neurological involvement, and extreme emotions handicap thinking abilities. The environment an individual grows up in develops in him a personality that makes him either receptive to or resistant to learning. A favorable environment provides for oral language development and encourages independent thought and action. None of the factors mentioned will seriously affect thinking abilities unless they operate together or contribute to one another. This paper is published in "Reading and Thinking, Proceedings of the 22nd Annual Reading Institute at Temple University," Temple University, Philadelphia, Pa., 1965. (NS)

52. ED 015 099 RE 000 978
Effect of Method of Reading Training on Initial Learning and Transfer.
By- Jeffrey, W. E. Samuels, S. J.
Pub Date Jun 67

Document not available from EDRS.

Descriptors- *Phonetic Analysis, *Reading Instruction, *Transfer of Training, *Word Recognition, Associative Learning, California, Graphemes, Look Say Method, Los Angeles, Minneapolis, Minnesota, Phonemes, Phonic Method, Sight Method, University of California, University of Minnesota.

In a three-stage study of the effects of the phonic and look-say methods of reading on the transfer of reading skills, 60 kindergarten children were divided into a letter group, a word group, and a control group. Materials used were six graphemes designed differently from English letters and assigned to six single English phonemes. During stage one, all groups were trained on left to right reading and phonic blending. During stage two, training was given on verbal response to printed symbol which varied in treatment among the groups. Testing for transfer and for grapheme-phoneme associations was done during stage three. No significant difference was found between the performance of the letter group and the word group during initial training, but the letter group was superior to the other two groups in the amount of transfer. While most of the letter group subjects responded correctly to grapheme-phoneme associations, few of the word group and few of the control group subjects did. Sex and intelligence were not significant variables in initial training, but intelligence was significant in transfer. These findings indicate that the phonic method was superior to the look-say method. However, the phonic method alone would probably not have been as effective if it were not supplemented by phonic blending. This article is a reprint from "Journal of Verbal Learning and Verbal Behavior," Volume 6, Number 3, June 1967. (NS)

53. ED 015 100 RE 000 979
Relationship between Formal Intralist Similarity and Magnitude of the Von Restorff Effect.
By- Samuels, S. Jay
Pub Date 67

Document not available from EDRS.

Descriptors- *Paired Associate Learning, *Word Recognition, Discrimination Learning, Stimulus Behavior, Symbolic Learning.

To determine what effect intralist similarity and stimulus isolation would have on the Von Restorff effect, isolated stimulus terms were presented in red and nonisolated stimulus terms were presented in black. Subjects were 60 first graders. The paired-associate anticipation procedure was used. Acquisition trials and transfer tests were given for each of three lists of two-letter words constructed with an artificial alphabet. Orthogonal comparisons indicated significant differences favoring isolated over nonisolated words on the high stimulus similarity list. For the low stimulus similarity list, differences between means for nonisolated and formerly isolated words were not significant. When discrimination on the basis of letter form was easier, color was a less important cue. For the three lists, it appeared that during acquisition, subjects tended to use letter form as a cue for response even for isolated words. This paper is a reprint from "Proceedings of the 75th Annual Convention of the American Psychological Association, 1967," APA, Washington, D.C. (MC)

54. ED 015 105 RE 000 991
Estimating Reading Ability Level from the AQE General Aptitude Index.
By- Madden, Howard L. Tupes, Ernest C.
Personnel Res. Lab., Aerospace Med. Div., AFSC
Report Number PRL-TR-66-1
Pub Date Feb 66
Document not available from EDRS

Descriptors- *Aptitude Test, *Instructional Materials, *Reading Ability, *Test Interpretation, Airman Qualifying Examination, California Achievement Tests, Davis Reading Test, Readability.

Conversion tables are presented for estimating reading achievement (reading grade level as measured by the California Achievement Test and scaled score as measured by the Davis Reading Test) from the Airman Qualifying Examination General Aptitude Index. Distributions of estimated reading grade are shown for non-prior-service airmen entering the air force in 1964 and 1965 for the total group and for subgroups split on years of education completed. Distributions of estimated reading grade are also represented by career field for airmen assigned to 29 career fields. It is pointed out that a wide range of reading ability was found within each career field and that the career fields differed considerably with respect to average reading ability. The implications for the writing of career development courses and technical manuals are discussed. This document is available from the Defense Documentation Center AS AD 632 182. (Author)

55. ED 015 106 RE 000 994
Relative Importance of Reading Readiness Factors as Perceived by Various Teacher Groups.
By- Anderson, Harry E. And Others
Report Number BR-5-0250-1 Pub Date 67
Contract OEC-6-10-061

Document not available from EDRS.

Descriptors- *Reading Readiness, *Student Adjustment, *Teacher Attitudes, Audition (Physiology), Emotional Adjustment, Mental Development, Physical Development, Reading Difficulty, Teachers, Visual Discrimination.

Eight reading readiness factors were examined with regard to their importance as perceived by male and female teachers with elementary experience (ELEM), secondary experience (NOELEM), and no experience (NOTEACH). Each of the groups was able to rank the factors with some significant consistency, although within-group variation was large. High ranks by the ELEM group were given to mental age, background of experience, and emotional adjustment. Health, hearing, and school adjustment received low rankings. The NOELEM group ranked vision and background high and ranked health, hearing, and school adjustment low. Emotional adjustment, mental age, and vision were ranked high by the NOTEACH group who ranked hearing and school adjustment low. References are provided. This article is a reprint from "Perceptual and Motor Skills," Volume 24, 1967. (Author)

56. ED 015 122 RE 001 025
More Effective Use of School Libraries.
By- Hoffman, Elizabeth P.
Pub Date 66

Document not available from EDRS.

Descriptors- *Instructional Materials Centers, *Library Programs, *Library Services, *Library Specialists, *School Libraries, Annual Reading Institute, Haverford Township School District, Library Facilities, Library Materials, School Study Centers, Temple University.

A well-equipped and adequately staffed school library can help improve instruction and can be the center of learning by providing extensive enrichment materials. The school library is a necessary part of every school. The American Library Association (ALA) recommends standards based on school size, and the Knapp Foundation sponsors school library development projects through the ALA. These developments indicate the growing interest in nationwide school library projects. However, there is a great need for properly trained personnel, for more space, and more allocations. The school library program should be coordinated with the entire school curriculum in order to structure teaching units, to meet special student needs, and to promote professional relations. The school library's work should be related to community needs through the Parent Teachers Association. This paper is published in "Reading and Thinking, Proceedings of the 22nd Annual Reading Institute at Temple University," Temple University, Philadelphia, Pa., 1965. (NS)

57. ED 015 832 RE 000 400
The Effects of Familiarity on the Perceptual Recognition and Categorization of Verbal Information.
By- Smith, Edward
Michigan Univ., Ann Arbor, Coll. of Lit., Sci., Arts
Report Number TR-05823-9-T
Air Force Office of Scientific Res., Wash., D.C.
Report Number AF-49(638)-1235
Report Number AD-656-715 Pub Date Dec 65

Document not available from EDRS.

Descriptors- *College Students, *Information Processing, *Reading Research, *Word Recognition, Classification, Memory, Overt Response.

The effects of familiarity on the processing of stimulus and memorial information were investigated in two tasks--one which supposedly required only the perceptual recognition of each stimulus word (E task) and one which required a meaningful categorization of each stimulus word (C task). Fifty University of Michigan undergraduates who were paid volunteers served as subjects. The target sets of words were defined by enumeration (E) and by category membership (C), and their size was 1, 2, or 4. Response time was the dependent variable. Target and nontarget words varied in familiarity. An analysis of variance indicated that all reaction time curves were characterized by a steeper slope between 1 and 2 targets than between 2 and 4 targets. Subjects responded to the second occurrence of a word faster than they did to the first occurrence. The memory process rather than the recognition process seemed to be sensitive to the familiarity variation. In the C task it appeared that familiarity affected both the retrieval and testing of the stored information about the meanings of the stimulus words. Appendixes, tables, and a bibliography are included. This document is available from the Clearinghouse for Federal Scientific and Technical Information as AD 656 715. (BK)

58. ED 015 835 RE 001 033
More about Reading.
By- Rasmussen, Margaret
Association for Childhood Educ. International
Pub Date 60

Document not available from EDRS.

Descriptors- *Independent Reading, *Individualized Reading, *Reading Instruction, Association for Childhood Education International, Reading Ability, Reading Improvement, Reading Interests, Reading Level, Reading Skills, Reading Speed, Recreational Reading.

Four articles on individualized reading and self-selection reprinted from "Childhood Education" and "Reading," the journal and bulletin of the Association for Childhood Education International (ACEI), are presented. The first article is a discussion of self-selection, of the teacher's role in providing opportunities for self-selection, and of the child's responsibility in deciding what to read when. The second article contends that progress through self-selection is unlimited because slow as well as fast readers are encouraged and challenged when permitted to read at their own rate in as many areas as they choose. This is made possible by a permissive program in a carefully planned environment which provides for every child's abilities, needs, and interests. The third article shows two ways of looking at individualized reading. The principal recognizes the need for administrators to allow teachers to seek new and better ways of teaching reading. The teacher views individualized reading instruction as a combination of a variety of approaches. The last article suggests that individualized reading is an attitude, that children are human and that reading is a human experience. This is available as 1959-60 Reprint Service Bulletin No. 29 from the Association for Childhood Education International, 3615 Wisconsin Ave., Northwest, Washington, D.C. 20016 for $0.50. (NS)

59. ED 015 838 RE 001 037
Children's Books...For $1.50 or Less.
By- Finlay, Helen M. And Others
Association for Childhood Educ. International
Report Number ACEI-BULL-36 Pub Date Mar 67

Document not available from EDRS.

Descriptors- *Booklists, *Childrens Books, *Literature, *Reading Material Selection, *Supplementary Reading Materials.

This selective compilation of inexpensive children's books is a revision of the 1965 edition of "Children's Books for $1.25 or Less."

Annotated entries include the title, author, illustrator, publisher, and price. Titles are arranged alphabetically and classified into 18 areas, from Alphabet and Counting Books to Verses, Rhymes, and Poetry. A few books whose price is in excess of but close to the price range are included as valuable books by the 1967 Revision Committee. A title index and an index of publishers provide complete addresses. This selective listing of paperback titles and books in cardboard binding is published to guide elementary teachers, librarians, and parents in selecting books for children. This document is available as Bulletin No. 36 from the Association for Childhood Education International, 3615 Wisconsin Avenue, Washington, D.C. 20016 for $0.75. (NS)

60. ED 015 858 RE 001 072
Basic Assumptions Underlying the Substrata-Factor Theory.
By- Holmes, Jack A.
International Reading Assn., Newark, Del.
Pub Date 65
Document not available from EDRS.

Descriptors- *Learning Theories, *Reading, Neurology, Psychometrics, Statistical Analysis.

The problem is introduced in its historical background. The Substrata-Factor Theory is presented with its statistical model, its assumptions, and their rationale. A criticism of the last step in substrata analysis is entertained, rejected as irrelevant, and, therefore, invalid because explanations of the cause or causes of a correlation must follow naturally from the basic assumptions of the theoretical model wherein it is used. The theory assumes, in keeping with the mathematical definition, that a correlation expresses a mutual relationship between intact variables and need not appeal to the overlapping of identical and independent elements--the basic assumption underlying the criticism. Assumptions are supported by mathematical, psychometric, and neurological evidence. A bibliography is included. This article appeared in "Reading Research Quarterly," Volume 1, Number 1, Fall 1965. (Author)

61. ED 015 859 RE 001 073
A Developmental Model for Speed of Reading in Grades Three through Six.
By- Singer, Harry
International Reading Assn., Newark, Del.
Pub Date 65
Document not available from EDRS.

Descriptors- *Models, *Reading Achievement, *Reading Development, *Reading Research, *Theories, California, Grade 3, Grade 4, Grade 5, Grade 6, Mental Development, Psychometrics, Reading Skills, Reading Speed, Substrata Factor Theory.

The developmental hypothesis of the Substrata-Factor Theory was tested by determining whether substrata factors at successively higher grade levels have systematic changes in magnitude and/or organizational position. A battery of tests was administered to 927 students in grades 3 through 6 from 6 schools in California. The tests measured mental ability, listening comprehension, linguistic meaning, word recognition, and visual and auditory perception. The resulting correlation matrices confirmed the hypothesis. The statistically determined structure of substrata factors at each grade level was formed into a developmental model of an average individual's general working system for attaining speed of reading. Theoretical and instructional implications were drawn from the results. A bibliography, figures, and tables are included. This article appeared in "Reading Research Quarterly," Volume 1, Number 1, Fall 1965. (BK)

62. ED 015 860 RE 001 074
The CRAFT Project--Instructional Time in Reading Research.
By- Harris, Albert J. Serwer, Blanche L.
International Reading Assn., Newark, Del.
Pub Date 66
Document not available from EDRS.

Descriptors- *Beginning Reading, *Disadvantaged Youth, *Methods Research, *Reading Research, Basic Reading, Harvard University, Language Experience Approach, Phonics, Reading Instruction, Reading Programs, Reading Skills, Reading Tests, The City University of New York, Time Factors (Learning).

The first year of a 3-year project entitled "Comparing Reading Approaches in First Grade Teaching with Disadvantaged Children" (CRAFT) is reported. CRAFT compares a skills-centered approach with a language-experience approach to teaching reading. Variations of the skills-centered approach are the basal reader method and the phonovisual technique which is an intensive phonics program using basal readers. The language-experience approach uses two groups which differ only in the amount and type of audiovisual materials used. About 1,000 children from 12 schools in three Negro neighborhoods in New York City were taught with one of the four methods for 140 days by teachers who received intensive training on these techniques. Instructional time was equalized among the four methods, and reading time and time for supportive activities were distinguished.

Teachers filled out daily time logs for 5 consecutive teaching days from January through May, 1965. Results showed that the basal-reader approach was significantly superior in developing reading comprehension and positive attitudes toward reading. The audiovisual variation of the language-experience approach proved more effective than the regular approach. Only instructional reading time positively influenced reading achievement for all methods. This article appeared in "Reading Research Quarterly," Volume 2, Number 1, Fall 1966. (NS)

63. ED 015 861 RE 001 075
Some Cautionary Notes on the Results of the London I.T.A. Experiment.
By- Marsh, R. W.
International Reading Assn., Newark, Del.
Pub Date 66
Document not available from EDRS.

Descriptors- *Reading Research, *Research Problems, Initial Teaching Alphabet, Measurement Techniques, New Zealand Council for Educational Research, Research Methodology, Research Tools.

A reaction to John Downing's report on the i/t/a reading experiment is presented. Downing assumed that there was no significant difference between the experimental and control groups on important variables, based on the results of the Kilmogorov-Smirnov Test. It is claimed, however, that the test used is appropriate for smaller samples. A more reliable method for larger samples is the traditional standard error technique which would indicate signigicant differences between the two groups. The Kilmogorov-Smirnov Test has 95 percent of the power efficiency of the standard error technique, and this level declines as the sample increases. To get the maximum power efficiency, the Kilmogorov-Smirnov Test requires that data be grouped over as many intervals as possible. It is pointed out that Downing failed to do this. Thus, inappropriate use of the test failed to show actual differences in age and intelligence between the two groups. If the appropriate method were used, the data would not support claims regarding the superiority and usefulness of i/t/a. Data would indicate that the experimental group is more ready to learn to read regardless of the method used. This article appeared in "Reading Research Quarterly," Volume 2, Number 1, Fall 1966. (NS)

64. ED 015 862 RE 001 077
Methodological Problems in the British I.T.A. Research.
By- Downing, John And Others
International Reading Assn., Newark, Del.
Pub Date 67
Document not available from EDRS.

Descriptors- *Initial Teaching Alphabet, *Reading Research, Orthographic Symbols, Review (Reexamination).

A reaction to the critique concerning i/t/a prepared by Marsh and published in the "Reading Research Quarterly," Fall 1966, is presented. In the authors' opinions, many of Marsh's assumptions were faulty because of inadequate information, and the assumption that the i/t/a students received more and better materials and instruction is unfounded because of the lack of i/t/a material during the initial phase of the experiment. The effects of the British experiment should be held in abeyance until the final report is completed. Variables which have been uncontrolled in educational research in general were uncontrolled in the i/t/a experiment. References are included. This article appeared in "Reading Research Quarterly," Volume 3, Number 1, Fall 1967. (BK)

65. ED 016 567 RE 001 057
Contributions of Vision Sciences.
By- Spache, George D.
Pub Date 1 Dec 67
Document not available from EDRS.

Descriptors- *Perception, *Reading Improvement, *Reading Instruction, *Research Utilization, *Vision, Eye Fixations, Eye Regressions, Perceptual Motor Coordination, Reading Skills, Visual Perception, Visually Handicapped.

The implications of research in the vision sciences for reading instruction are discussed on the basis of (1) studies on the perceptual behavior of children and the effect of language directionality on perception, (2) studies on visual characteristics, (3) studies on the relationship between motor coordination and reading ability, (4) longitudinal studies on children's vision, and (5) studies on visual perception. These investigations have resulted in more careful vision screening, further investigation of the effect of visual training procedures for correcting functional difficulties, and more attention for the perceptual habits of different types of readers. However, implementation in classroom procedures and instructional materials is still needed. Studies on visual perception offer justifications for the use of the whole method in beginning reading and the synthetic method in later stages, and for providing three-dimensional experiences during beginning reading. These studies also relate to two problems in reading instruction: (1) the effect of different techniques on perceptual behavior, and (2) how to adapt instruction to produce desirable perceptual patterns. Bibliographic data on studies cited are included. This paper will be published in the 1967 yearbook of the National Reading Conference. (NS)

66. ED 016 568 RE 001 058

Idiosyncratic Word-Associations among Adults at Divergent Levels of Reading Ability.

By- Otto, Wayne Koenke, Karl

Pub Date Dec 67

Contract OEC-5-10-154

Document not available from EDRS.

Descriptors- *Adult Students, *Association Test, *Associative Learning, *Pictorial Stimuli, Milwaukee Vocational and Adult School, The University of Wisconsin, Verbal Stimuli, Word Recognition.

Previous studies report that children who are good readers differ in response consensuality from poor readers in a word-association task involving verbal or pictorial stimuli. To determine whether this nonconsensuality exists among adults from different reading levels, 15 adults were randomly chosen from each of three groups: (1) an adult basic group reading below the third-grade level, (2) a vocational group at the high school reading level, and (3) a university group. Twenty-five black and white line drawings of common objects were presented on cards, and the subjects were asked to write the first association that occurred to them. Each subject's responses were scored twice. For the first scoring, the university group served as control. Then each subject's responses were scored with his own group as control. A consensuality score consisted of the total points accumulated. Results showed that regardless of the scoring scheme used, the university group's mean consensuality score differed from the scores of other groups, and the vocational group's score differed from that of the adult basic group. Evidently, children and adults who are poor readers tend to respond idiosyncratically. This paper will be published in the 1967 yearbook of the National Reading Conference. (NS)

67. ED 016 569 RE 001 059

Controversial Issues Pertaining to Reading Rate.

By- Berger, Allen

Pub Date Dec 67

Document not available from EDRS.

Descriptors- *Reading Research, *Reading Speed, *Research Needs, *Research Problems, Carbondale, Illinois, Rapid Reading, Reading Comprehension, Southern Illinois University.

Conflicting views concerning reading rate are presented. The claims made by proponents of different methods or programs and the use of mechanical devices to increase reading rate are major issues.

Claims are made that most experimental studies are merely descriptive studies, and that others lack pilot studies and adequate control groups. Related to these problems is the measurement of reading rate and the interpretation of results Some investigators suggest that reading rate should be correlated with comprehension. Others recommend the residual gains method, and still others urge counting syllables. The need for an acceptable definition of reading rate is major, since the definition determines how the skill will be measured. Other problems are: (1) the effect of personality interaction, of individual differences, of operant conditioning, (2) the merits of each technique or program aside from increasing reading rate, (3) followup studies, (4) when instruction on reading rate should begin, (5) prediction, and (6) the problem of comprehension and flexibility. An extensive bibliography is included. This paper will be published in the 1967 yearbook of the National Reading Conference. (NS)

68. ED 016 570 RE 001 061
Combining a Program of Reading Improvement with the Study of History.
By- Schleich, Miriam Rauch, Sidney J.
Pub Date Dec 67
Document not available from EDRS.

Descriptors- *College Freshmen, *Content Reading, *Reading Improvement, *Reading Skills, *Study Skills, Hempstead, Hofstra University, New York, Reading Difficulty, Reading Failure.

A pilot program is being conducted at Hofstra University in Hempstead, New York, through the joint efforts of its Reading Center and History Department. This coordinated history-reading program for college freshmen was developed to investigate the causes of students' difficulties in a course requiring extensive reading, to analyze the content of a freshman history course, and to improve the reading and study skills of college freshmen taking this course. Four instructors analyzed the content of the history course and the reading problems of the students and then planned the content and structure of the coordinated course. Four history sections of 30 students each are being conducted. Two sections have 15 students each attending the coordinated course on a voluntary basis. The other two sections have 15 students each participating as a control group this term. These students will be the experimental students next term. In addition to attendance in the regular history course, the experimental students meet once a week at the Reading Center for 3 hours of instruction and practice in reading skills, note taking, and study techniques using special materials to supplement the content of the history course. Performances in the two courses are graded separately and credited. This paper will be published in the 1967 yearbook of the National Reading Conference. (NS)

69. ED 016 571 RE 001 066

Psychotherapy and Learning Problems--The Role of the Clinical Psychologist.

By- Abrams, Jules C.

Pub Date Dec 67

Document not available from EDRS.

Descriptors- *College Students, *Learning Difficulties, *Psychological Evaluation, *Psychotherapy, *Underachievers, Clinical Diagnosis, Hahnemann Medical College and Hospital, Low Achievement Factors, Psychological Needs, Psychological Tests, Reading Diagnosis, Reading Difficulty.

The role of the clinical psychologist as a psychotherapist who deals with the emotional and learning difficulties of college students is discussed. Psychotherapy is provided after an extensive psychological evaluation which includes the administration of other projective tests is made. This evaluation provides the psychologist some information on the student's thinking and behavior, personality, intelligence level, achievement level, and the possible emergence of a thinking disorder. Once it is established that the learning difficulties are caused by emotional conflicts, psychotherapy can be planned. The psychologist has to contend with, among other problems, the student's refusal to recognize the relationship between his learning difficulties and his emotional conflicts. This paper will be published in the 1967 yearbook of the National Reading Conference. (NS)

70. ED 016 572 RE 001 069

Tutoring--An Aspect of Clinical Procedures in a College Reading Laboratory.

By- Adams, Effie Kaye

Pub Date 30 Nov 67

Document not available from EDRS.

Descriptors- *Clinical Diagnosis, *Instructional Programs, *Reading Clinics, *Tutoring, Dropout Prevention, Gifted Students, Indivividualized Programs, Reading Diagnosis, Reading Disability, Self Concept, Tutoring Programs, University of Oklahoma.

Specialized instruction provided for individual students or small groups of students in order to improve academic progress and personal adjustment to classroom work is discussed. Tutoring is considered the heart of the remedial and clinical reading program in a college reading laboratory. Data from questionnaires sent to 40 college reading clinics are summarized in terms of the percentage of disabled readers, treatment, and clinic personnel. The cost of services, diagnostic techniques, and basic plans for remedial training are presented in the interest of assisting potential dropouts and stimulating gifted students. References are included. This paper will be published in the 1967 yearbook of the National Reading Conference. (MC)

71. ED 016 578 RE 001 100
1967 Review of Research in College-Adult Reading.
By- Bliesmer, Emery P.
Pub Date Dec 67

Document not available from EDRS.

Descriptors- *Adult Reading Programs, *Reading Research, *Reading Skills, *Research Reviews (Publications), *Study Skills, Reading Achievement, Reading Comprehension, Reading Improvement, Reading Instruction, Reading Materials, Reading Programs, Reading Rate, Reading Test Scores.

A review of 124 articles pertaining to college and adult reading which appeared in the periodical literature is presented. The articles are treated within the following areas: (1) programs, including reading and study habits, traits, and skills, (2) the influence of reading, study habits, and skills, (3) the factors influencing reading and other study habits and skills, and (4) miscellaneous, including tests, newspapers, readability, and other areas. This paper will be published in the 1967 yearbook of the National Reading Conference. (JM)

72. ED 016 581 RE 001 103
Cloze Symposium.
By- Greene, Frank P. And Others
Pub Date 1 Dec 67

Document not available from EDRS.

Descriptors- *Cloze Procedure, *Readability, *Symposia.

A symposium discussion of the cloze procedure is presented. Six participants discussed the research, the potential uses of cloze measurement, and the limitations and problems concerning cloze measurement. References are included. This symposium will be published in the yearbook of the Reading Conference. (BK)

73. ED 016 582 RE 001 104
A Readability Formula That Saves Time.
By- Fry, Edward
Pub Date Dec 67

Document not available from EDRS.

Descriptors- *Predictive Validity, *Readability, *Reading Research, Graphs, Readability Graph, Reading Level, Sentences, Syllables.

A revision of the readability graph with directions for its use and validity data are presented. The use of the graph involves word samples, number of sentences, and number of syllables. The latter two are plotted on a graph to ascertain grade levels. The correlations of the readability graph with the Dale-Chall, Flesch, and Spache formulas are reported. A sample graph, tables, and references are included. This paper will be published in the 1967 yearbook of the National Reading Conference. (BK)

74. ED 016 599 RE 001 127
Phonic Skills of Teacher Education Students and Teachers.
By- Ilika, Joseph
Pub Date 29 Nov 67
Document not available from EDRS.

Descriptors- *Phonics, *Reading Instruction, *Teacher Improvement, *Teaching Skills, Beaumont, Lamar State College of Technology, Teaching Qualifications, Texas.

The status of teachers' vowel phonics competencies since the period 1957-58, the regional differences in teachers' knowledge of vowel phonics generalizations, and teachers' understanding of these generalizations were investigated. The Arron Vowel Phonics Test was administered to 198 graduate students at Oregon State University, Corvallis, Oregon, to 62 undergraduate students at Lamar State College of Technology in Beaumont, Texas, and to 20 seniors at Culver-Stockton College, Canton, Missouri, during the period 1962-67. These students were taking courses in remedial and developmental reading. Results were compared with a retroactive analysis of the results of the same test administered to 293 students at University of Georgia during the period 1957-58. The results revealed an improvement in teachers' knowledge of vowel phonics generalizations in the 1962 to 1967 period. There was evidence of regional differences in teachers' knowledge of these generalizations, since Texans tended to know more than the West Coasters, the Oregonians, or the Georgians of the 1957 to 1958 group. In general, the teachers tended to comprehend the less useful vowel phonics generalizations. This paper will be published in the 1967 yearbook of the National Reading Conference. (NS)

75. ED 017 407 RE 001 119
Invitational Addresses, 1965.
By- Gates, Arthur I. And Others
Pub Date 65
Document not available from EDRS.

Descriptors- *Disadvantaged Youth, *Reading Development, *Reading Instruction, *Reading Processes, *Reading Research, Delaware, International Reading Association, Newark, Perception, Reading Improvement.

The full texts of invitational addresses given at the 1965 International Reading Association (IRA) convention in Detroit, Michigan, by six recipients of IRA citation awards are presented. Gates suggests steps IRA should take to revive and redirect reading research. McCallister discusses the implications of the changing and expanding vocabulary of professional literature and the need to compile and clarify these terms. Smith traces the influences which are responsible for the present status of American reading instruction from the early period of religious emphasis to the present period of expanding knowledge and technical revolution. Strang outlines the reading process and stresses the need to recognize the interacting aspects of product, prerequisites, process, and procedures, in order to understand an individual's reading development. Tinker describes how children perceive words as they begin to learn to read and how they progress to more mature perception. Witty discusses some aspects of reading instruction for the disadvantaged. Each address is accompanied by a brief sketch of the recipient's accomplishments. Some bibliographies are included. This document is published by the International Reading Association, Newark, Delaware. (NS)

76. ED 017 419 RE 001 146
Vowel-Pairs--Domination, Cooperation, Creation, Separation.
By- Burmeister, Lou E.
Pub Date Feb 68
Document not available from EDRS.

Descriptors- *Graphemes, *Phonemes, *Reading, *Word Recognition, Phonics, Vowels, Word Study Skills.

The phonemic behavior of all vowel-pair single graphemes found in 17,310 common English words was studied, and the phonemic behavior of vowel-pair graphemes frequently found in this sample was analyzed. The grapheme to phoneme relationship for each possible vowel pair in the English language was examined. Tables show the frequency and percent of occurrence of each vowel-pair grapheme, the percent of occurrence of the three most common phonemes, and the total frequency of occurrence, including frequency of occurrence of the three most common phonemes. It was concluded that the first vowel may dominate the second, that the two vowels may cooperate or blend, that a new sound may be created, and that vowel-pairs may separate. Areas where restraint should be exercised in the teaching of commonly found generalizations are suggested. Only vowel-pairs which represented a single phoneme were analyzed. References are included. This paper was presented at the American Educational Research Association Conference (Chicago, February 6-10, 1968). It also appeared in "The Reading Teacher," Volume 21, Number 5, February 1968. (JM)

77. ED 017 427 RE 001 154
Some Relationships between Values and Reading Gains in College Programs.
By- Kling, Martin
Pub Date Dec 67
Document not available from EDRS.

Descriptors- *College Programs, *Reading Improvement, *Values, Reading Comprehension, Reading Development, Reading Speed.

Two hundred twenty-eight college students enrolled in a developmental reading program participated in a study to explore the relationships between values, reading rate, and the comprehension gains made in developmental reading programs by college students. Students met voluntarily for a total of 16 hours of instruction. The Nelson-Denny Reading Test, Form A, and the Allport-Vernon-Lindzey Study of Values, Third Edition, were administered as part of the pretest. The Nelson-Denny Reading Test, Form B, was given as part of the post-test. The six basic types of man's values as developed by the Allport-Vernon-Lindzey scales are the theoretical, the economic, the esthetic, the social, the political, and the religious. The only value scale significant for both men and women is the correlation between rate gained and theoretical. For college men, rate gains and theoretical values were positively correlated and rate gains and esthetic were negatively correlated. For college women, rate gains and theoretical values were positively correlated, while comprehension gains and economic and comprehension gains and political values were negatively correlated. The theoretical, economic, esthetic, and social values were significantly different for both sexes, while the political and religious values did not distinguish between college men and women in this sample. Separate norms for the sexes for reporting values and reading scores are suggested. Statistical data are included. This paper will appear in the 1967 Yearbook of the National Reading Conference. (JM)

78. ED 017 429 RE 001 156
An Experiment in Adult Reading Improvement.
By- Johnson, Joseph C.
Pub Date Dec 67
Document not available from EDRS.

Descriptors- *Adult Reading Programs, *Reading Materials, *Self Pacing Machines, *Tachistoscopes, Duke University, Reading Comprehension, Reading Improvement, Reading Speed, Vocabulary Development.

The efficiency of machine versus nonmachine instruction in reading improvement programs for adults was appraised. Pretests and post-tests were used to measure rate, vocabulary, and comprehension for 60 randomly selected adults enrolled in four classes. Subjects followed individualized procedure with prescribed materials, prepared home assignments, and attended lectures. Special machine-aided training for the experimental group was the single variable. Results indicated no significant differences among the classes for any area of investigation. References are listed. This paper will be published in the 1967 Yearbook of the National Reading Conference. (MC)

79. ED 017 434 RE 001 161
Books for Adults Beginning to Read, Revised 1967.
By- MacDonald, Bernice
American Library Assn., Chicago, Ill.
Pub Date 1 Dec 67
Document not available from EDRS.

Descriptors- *Adult Reading Programs, *Publications, *Reading Materials, High Interest Low Vocabulary Books, Reading Levels, Reading Material Selection.

A bibliography suitable for use with adult groups and individuals who are illiterate, functionally illiterate, or whose reading skills are latent or underdeveloped was compiled by the Committee on Reading Improvement for Adults of the American Library Association Adult Services Division. This list represents a completely edited and annotated revision of a list originally distributed in the "Wilson Library Bulletin," September 1965. Films, recordings, and programed materials are not included. The books are listed under elementary or intermediate reading levels. Materials cover a range of interests including basic adult education, family life, job information, personal and community problems, inspirational and pleasurable reading. Children's books are included when appeal, subject matter, and format seem appropriate for adult use. A minimum of instructional materials, especially workbooks, has been included when the materials have self-study value. This bibliography appeared in "The Booklist and Subscription Books Bulletin," December 1, 1967. It is available as a reprint from the Adult Services Division, American Library Association, 50 E. Huron Street, Chicago, Ill. 60611. Up to nine copies are free, 10 or more cost 10 cents each. (JM)

80. ED 018 336 RE 001 173
Indiana Reading Quarterly, Volume A.
By- Farr, Roger C. Harris, Larry A.
International Reading Assn., Bloomington, Ind.
Pub Date 68
Document not available from EDRS.

Descriptors- *Audiovisual Instruction, *Professional Training, *Reading Clinics, *Reading Diagnosis, Informal Reading Inventory, Inservice Teacher Education, Professional Associations, Reading Instruction, Remedial Teachers.

The Indiana Reading Quarterly aims to provide a communication link with the various local councils scattered throughout the state. Most of the articles should interest Indiana's classroom teachers, since the journal's major focus is reading instruction in Indiana. Most of the articles will be written by educators in Indiana. Volume A of the quarterly includes an article attempting to clarify the certification of reading specialists and a discussion of the use of audiovisual techniques in the teaching of reading. The activities of the Northwest Multi-Service Education Center are reported. A diagnostic instrument for classroom use is described, and International Reading Association news and sketches of keynote speakers for the annual reading conference are included. This journal is available from the Coeditor, Indiana Reading Quarterly, 233 Pine Hall, Indiana University, Bloomington, Indiana 47401. Subscriptions are $2.00 for students and members of the Indiana State Council, and $3.00 for nonmembers and libraries. Single copies are $.75. (MC)

81. ED 018 337 RE 001 174
Phonics with Context Clues As Applied to Language Arts.
By- Guffey, Mary Demaree
Anchorage Borough School District, Alaska
Pub Date 67
Document not available from EDRS.

Descriptors- *Context Clues, *Curriculum Guides, *Language Arts, *Phonics, *Primary Grades, Intermediate Grades, Learning Theories, Reading Comprehension, Reading Skills, Teaching Guides, Teaching Methods.

A simplified method of phonics utilizing the Gestalt method of learning is presented. The words in this course in phonics are to be taught at a time different from the reading classes, but the principles developed are to be applied within the reading classes. The course can be used with any basic text and stresses the ability of children to comprehend sentences through the use of context clues and sounding of words. Timing is considered one of the most important considerations in teaching phonics. Syllabication is taught only to improve spelling. The course work consists of eye and ear training and lesson charts. The charts and explanations and directions for their use are included. This document is available from the author, Anchorage Schools, Anchorage, Alaska. (BK)

82. ED 018 338 RE 001 175
Phonics with Context Clues, Primary Level.
By- Guffey, Mary Demaree
Anchorage Borough School District, Alaska
Pub Date 67
Document not available from EDRS.

Descriptors- *Context Clues, *Curriculum Guides, *Phonics, *Primary Grades, Language Arts, Learning Theories, Reading Comprehension, Reading Skills, Teaching Guides, Teaching Methods.

A simplified method of phonics utilizing the Gestalt method of learning is presented. The words in this course in phonics are to be taught at a time different from the reading classes, but the principles developed are to be applied during the reading classes. The course can be used with any basic text and stresses the ability of children to comprehend sentences through the use of context clues and sounding of words. Timing is considered one of the most important considerations in teaching phonics. The following are examples of the skills taught in this course: plurals, vowels, contractions, accent, schwa, and blend. The course work consists of eye and ear training and lesson charts. The charts and explanations and directions for their use are included. This document is available from the author, Anchorage Schools, Anchorage, Alaska. (BK)

83. ED 018 350 RE 001 187
Roles of the Administrator and Parent in the School Reading Program. Proceedings of Hofstra University Reading Conferences, Two and Three, Volume 1, 1966.
By- Schleich, Miriam Shepherd, David L.
Hofstra Univ., Hempstead, N.Y.
Pub Date 66
Document not available from EDRS.

Descriptors- *Administrator Role, *Elementary Schools, *Parent Responsibility, *Reading Programs, *Secondary Schools, Beginning Reading, Initial Teaching Alphabet, Reading Achievement, Reading Diagnosis, Reading Difficulty, Reading Readiness.

This volume of the 1966 Hofstra University Reading Conference proceedings advances the thesis that the success of the school reading program depends on the cooperative efforts of the school administrators, the teachers, and the parents. Ten articles describe the administrator's role in selecting the philosophy of the school reading program, in organizing the reading program, in conducting inservice training for teachers, and in providing leadership for the classroom teachers. Model reading programs for the elementary, junior high, and senior high levels are presented with a model public school clinical program. Seven articles explain how parents can contribute to the school reading program, how they can help their children develop readiness for school and for reading, how they should interpret school reports on their children's achievement, and how they can help children with reading difficulties. This volume is available from Hofstra University, Hempstead, Long Island, New York 11550. (NS)

84. ED 018 351 RE 001 188
Libraries and Children's Literature in the School Reading Program. Proceedings of the Hofstra University Reading Conferences, Four and Five, Volume 2, 1967.
By- Schleich, Miriam Shepherd, David L.
Hofstra Univ., Hempstead, N.Y.
Pub Date 67

Document not available from EDRS.

Descriptors- *Library Programs, *Library Skills, *Literature Programs, *Reading Habits, *Reading Programs, Childrens Books, Independent Reading, Reading Interests, Reading Skills, Recreational Reading, School Libraries.

Sixteen articles present discussions of the role of the library and children's literature in the total school reading program. The articles offer suggestions for building positive attitudes in reading, planning the literature program, using basal readers to foster reading, stimulating reading habits, and developing the library skills and reading skills needed for independent reading. Some bibliographical aids for story telling and a model research unit are included. The proceedings of this conference are available from Hofstra University, Hempstead, Long Island, New York 11550. (NS)

85. ED 018 352 RE 001 189
The SWRL Communication Skills Program.
By- Schutz, Richard
Southwest Regional Educ. Lab., Inglewood, Calif.

Report Number BR-6-2865 Pub Date 68
Contract OEC-4-7-062865-3073

Document not available from EDRS.

Descriptors- *Linguistics, *Phonics, *Reading Comprehension, *Word Recognition, *Writing Skills, Auditory Discrimination, Educational Coordination, Instructional Materials, Oral Reading, Program Evaluation, Sight Vocabulary.

A program in beginning reading and listening skills, including comprehension of written and spoken language, is described. The program is designed to accomplish clearly defined instructional goals and is constantly evaluated and revised in light of actual classroom experience. Individuals from regional educational agencies, universities, and industry collaborate in the preparation of materials. Teachers are involved in all activities related to the project. Program time is divided between the acquisition of auditory and sight recognition skills and comprehension. A vocabulary of 90 regularly spelled words chosen by linguists on the basis of component sounds is used for the induction of concepts underlying phonics and spelling and for vocabulary expansion with new words of similar component sounds. The project is an on-going experiment. This document is available from the Southwest Regional Laboratory for Educational Research and Development, 11300 La Cienega Boulevard, Inglewood, California 90304. (MC)

86. ED 019 184 RE 001 202
Reading Improvement--A Journal for the Improvement of Reading Teaching at the Advanced Level, Volume 5, Number 1, Spring 1968.
By- Hartig, Hugo And Others
Wisconsin State Univ., Oshkosh
Pub Date 68
Document not available from EDRS.

Descriptors- *College Students, *High School Students, *Periodicals, *Reading Improvement, *Reading Instruction, Content Reading, Language Arts, Reading Comprehension, Reading Speed, Tachistoscopes, Vocabulary Development.

This journal published three times a year for the improvement of reading instruction at the high school and college levels contains original articles, reviews of articles, and an editorial section of brief statements of ideas and problems relevant to reading and language arts instruction. The spring 1968 issue presents a discussion of 10 ways teachers can help students increase their reading proficiency to enable them to use reading as a tool of learning and as a vehicle for enjoyment. A second article focuses on the significance of an adequate science vocabulary for more effective interpretation, comprehension, and faster reading of science-oriented articles. Short editorials concerning reading in the content areas and the combined use of the Keystone tachistoscope and a controlled reader are included. The journal is available for $3.50 a year ($2.00 for college students) from P.O. Box 125, Oshkosh, Wisconsin 54901. (NS)

87. ED 019 185 RE 001 203
Syllabus for the Teaching of Reading to Disadvantaged Youth.
By- Robb, Juanita
Oregon Coll. of Education, Monmouth
Pub Date 67

Document not available from EDRS.

Descriptors- *Diagnostic Tests, *Disadvantaged Youth, *Educational Needs, *Remedial Instruction, Cultural Disadvantagement, Effective Teaching, Learning Experience, Programed Materials.

The educational needs of disadvantaged children are defined in order to plan for their remediation. This syllabus is designed to make teachers aware of the developmental sequence of language arts skills and to present ways and means to remedy specific disabilities. A few general guidelines for revamping educational planning for disadvantaged children are offered. Problems of diagnosis include the interdisciplinary investigation of physical deterrents to learning, language disabilities, and the assessment of the total picture of their potential ability to learn. Informal inventories are frequently more helpful than the results on standardized instruments. Setting up to a remedial program depends on relating the diagnostic findings to performance demands. Several approaches to reading are described in relation to the learning style of the disadvantaged. Programed materials and the linguistics approach can be used successfully with these pupils if the teacher is skilled. References are cited. This document is published by the Training Center for Teachers of Migrant and Disadvantaged, Oregon College of Education, Monmouth, Oregon. (MC)

88. ED 019 192 RE 001 212
Controversy over "Patterning" As a Treatment for Brain Damage in Children.
By- Freeman, Roger D.
American Medical Assn., Chicago, Ill.
Pub Date 30 Oct 67

Document not available from EDRS.

Descriptors- *Developmental Tasks, *Learning Difficulties, *Neurological Defects, *Patterned Responses, *Review (Reexamination), Institute for the Achievement of Human Potential, Language Development, Minimally Brain Injured, Mobility, Neurologically Handicapped.

Some reasons for the controversy surrounding the Institutes for the Achievement of Human Potential are explored. The methods used in the institutes are based on the hypothesis that poor neurological organization results from the failure to pass through a certain sequence of developmental stages in mobility and language. Thus, patterns are imposed on the child as a corrective measure. Objections by professional individuals and groups center around the following which they feel characterize the institutes' methods: (1) a tendency to ignore the natural clinical course of some patients with brain injury, (2) the assumption that other methods are symptomatic while the institutes' methods treat the brain itself, (3) the assumption that because the full potential of the brain is not known, a child not genetically defective may have above average potential, (4) making parents therapists, (5) forcefully preventing self-motivated child activities, (6) assertions which may increase parental anxiety, (7) assumptions that improvements are due to specific factors, (8) the test instrument, and (9) statistical defects. It was concluded that a major source of negative professional feeling was the publicity given to claims which were not scientifically documented. A bibliography is included. This article is a reprint from "The Journal of the American Medical Association," Volume 202, Number 5, October 30, 1967. (BK)

89. ED 019 193 RE 001 213
The Uses and Abuses of Visual Training for Children with Perceptual-Motor Learning Problems.
By- Carlson, Paul V. Greenspoon, Morton K.
Los Angeles Child Achievement Center
Pub Date 68
Document not available from EDRS.

Descriptors- *Diagnostic Tests, *Learning Difficulties, *Optometrists, *Perceptual Motor Coordination, Clinical Diagnosis, Education Service Centers.

The role of the optometrist in diagnosing and correcting perceptual-motor learning problems is discussed. One group of optometrists adheres to standard techniques, including the prescription of corrective lenses and the use of orthoptic techniques for the sake of clear, comfortable, and effective visual performance. Others employ diverse educational and sensory-motor-perceptual training for correction of educational problems in children. A multidisciplinary team for the diagnosis of multiple causes and symptoms is the basis of a third treatment program for learning disorders. This plan included psychology, education, pediatrics, and neurology. The optometrist integrates his findings with the total diagnosis. Diagnosis is approached from three classifications: main causative variables, developmental approach areas and sequences, and specific sense modalities. The multidisciplinary approach synthesizes clinical services with scientific verification. This plan is recommended for effective remediation of learning disorders. References are included. This document will be published in the "Journal of Optometry." (MC)

90. ED 020 866 RE 001 343
Critical Reading Develops Early.
By- Lee, Dorris And Others
International Reading Assn., Newark, Del.
Pub Date 68

Document not available from EDRS.

Descriptors- *Creative Expression, *Critical Reading, *Critical Thinking, *Preschool Children, *Verbal Communication, Cognitive Processes, Creative Thinking, Decision Making Skills, Thought Processes.

This issue of the Reading Aids Series presents a discussion of the potential for critical reading among young children and how it can be developed. It offers suggestions for the maximum development of thinking skills and attitudes of inquiry and evaluation. Some of the topics discussed are: (1) the development of percepts, concepts, and common meanings, (2) the need to verbalize and interpret, (3) individual differences, and (4) helping children organize their thoughts, draw conclusions, and make judgments. Parents and teachers are advised to encourage young children to be aware of their surroundings, to verbalize their interpretations of their surroundings, and to extend and process their concepts, ideas, and speech patterns. Adequate opportunities for creative oral and written expression, decision making, discovery, and creative experimentation should be provided. Several vignettes of young children's efforts to verbalize are analyzed and commented on. Seven references on children's thinking are cited. This publication is available from the International Reading Association, Six Tyre Avenue, Newark, Delaware 19711. The price is $1.75 for members, $2.00 for nonmembers. (NS)

91. ED 020 867 RE 001 345
Developing High School Reading Programs.

By- Dawson, Mildred A.
International Reading Assn., Newark, Del.

Document not available from EDRS.

Descriptors- *High Schools, *Program Development, *Reading Programs, Curriculum, Developmental Reading, Program Guides, Remedial Reading Programs, Teaching Procedures, Teaching Techniques.

Forty-four reprints concerning high school reading programs selected from "The Reading Teacher" and the "Journal of Reading" and the Proceedings of the International Reading Association are presented. The criteria for selection were consistency with accepted curricular and instructional principles, current appropriateness, duplication, and practicality. The volume divisions are: (1) The Nature of a Developmental Reading Program (5 articles), (2) Initiating a High School Reading Program (7 articles), (3) The Organization of a Reading Program (7 articles), (4) The Reading Curriculum (7 articles), (5) Procedures and Techniques (7 articles), (6) Corrective and Remedial Aspects (11 articles), and (7) A Selected Bibliography of Supplementary Articles (14 citations). The major emphasis is on the developmental aspect of the secondary reading program, with attention to the teaching of study skills and reading in content areas. This volume is available from the International Reading Association, Six Tyre Avenue, Newark, Delaware 19711. The price is $3.00 for members and $3.50 for nonmembers. (BS)

92. ED 020 873 RE 001 380
Experiments in Kindergarten Reading.
By- Baker, Eva L. And Others
Southwest Regional Educ. Lab., Inglewood, Calif.
Report Number BR-6-2865 Pub Date 24 Apr 68
Contract OEC-4-7-062865-3073

Document not available from EDRS.

Descriptors- *Beginning Reading, *Bilingual Students, *Kindergarten Children, *Reading Instruction, *Reading Programs, Phonics, Reading Comprehension, Reading Materials, Reading Tests, Word Recognition.

Four papers given at the reading symposium of the 1968 American Educational Research Association present discussions of the Southwest Regional Laboratory (SWRL) Reading Program. The first paper describes objectives, classroom materials, and procedures. Objectives for sight-recognition, word-attack skills, and comprehension skills are expressed in expected student behaviors. The materials consist of 150 lessons for a 30-week kindergarten instructional period of 20-minutes daily, accompanied by phonics workbooks, comprehension booklets, practice exercises, and 60 reading paperbacks. The teachers follow the lessons 4 days a week and have free choice of instruction 1 day a week. Factors affecting the success of the program such as public approval and pupil performance are discussed in a second paper. The materials and procedures used, the program's rationale, the amount of instruction and practice, and the type of practice used are considered. A third paper presents a beginning reading program for Spanish-speaking children which contains 21 10-minute tape-recorded and programed lessons for teaching the objectives of the first 7 weeks of the SWRL Reading Program. The fourth paper describes use of the three-form criterion-referenced individual test developed to evaluate pupil performance as a criterion of the SWRL Reading Program's effectiveness. This document is available from SWRL, 11300 La Cienega Boulevard, Inglewood, California 90304. (NS)

93. ED 020 874 RE 001 384
Bibliotherapy--An Annotated Bibliography.
By- Riggs, Corinne W.
International Reading Assn., Newark, Del.
Report Number IRA-AB-16 Pub Date 68

Document not available from EDRS.

Descriptors- *Annotated Bibliographies, *Bibliotherapy, *School Personnel, *Teachers, Reading Materials, Reading Research, Student Attitudes, Student Behavior, Teaching Techniques.

This annotated bibliography on bibliotherapy is composed of 138 citations ranging in date from 1936 to 1967. It is designed to aid teachers and librarians in modifying the attitudes and behavior of boys and girls. Its listings are arranged alphabetically according to author under the general divisions of books, periodicals, and unpublished materials. Entries pertaining to the reader, the reading material, and the response of the reader are included. Research reports are emphasized, and items relating to specific books and techniques for use in bibliotherapy are provided. This document is available from the International Reading Association, Six Tyre Avenue, Newark, Delaware 19711. The price is 50 cents for members, 75 cents for nonmembers. (BS)

94. ED 020 875 RE 001 386
Readability and Reading--An Annotated Bibliography.
By- Dale, Edgar Seels, Barbara
International Reading Assn., Newark, Del.
Report Number IRA-AB-10 Pub Date 66

10

Document not available from EDRS.

Descriptors- *Annotated Bibliographies, *Bibliographies, *Readability, *Reading, Language, Language Styles, Literature, Mass Communications, Sentences, Vocabulary.

This annotated bibliography covers the field of readability and reading. The selected works are organized into nine sections: (1) general references on readability, (2) measuring of readability, (3) readability and sentence structure, (4) readability and vocabulary, (5) readability and literary style, (6) readability in subject area materials, (7) readability in mass communication, (8) readability and literary materials, and (9) readability and languages. The emphasis is on publications from the 1962 to 1965 period, although bibliographies of earlier research are included. References on the typography of readability are not provided. This bibliography is available for 50 cents for members or 75 cents for nonmembers from the International Reading Association, Six Tyre Avenue, Newark, Delaware 19711. (WL)

95. ED 020 876 RE 001 387
Individualized Reading--An Annotated Bibliography.
By- Sartain, Harry
International Reading Assn., Newark, Del.
Report Number IRA-AB-1 Pub Date 64

Document not available from EDRS.

Descriptors- *Annotated Bibliographies, *Individualized Reading, *Professional Personnel, Booklists, Classroom Libraries, Individualized Programs, Learning Activities, Reading Research, School Libraries.

This annotated bibliography on individualized reading is composed of 62 citations ranging in date from 1952 to 1964. Major emphasis is placed on recent books and widely circulated periodicals which are easily accessible. Listings represent varied practices and points of view. They include arguments for and against individualized reading, descriptions of widely divergent programs, book lists, helpful activities, research summaries, and experimental studies. Entries include books, journal articles, conference proceedings, and monographs and are arranged alphabetically according to author. This document is available for 50 cents to members, 75 cents to nonmembers from the International Reading Association, Six Tyre Avenue, Newark, Delaware 19711. (BS)

96. ED 020 877 RE 001 388
Providing Clinical Services in Reading--An Annotated Bibliography.
By- Kress, Roy A. Johnson, Marjorie S.
International Reading Assn., Newark, Del.
Report Number IRA-AB-5 Pub Date 66

Document not available from EDRS.

Descriptors- *Annotated Bibliographies, *Reading Clinics, *School Personnel, Clinical Diagnosis, Reading Difficulty, Reading Programs, Remedial Reading.

This annotated bibliography is composed of 55 citations ranging in date from 1932 to 1965. It is designed to aid those interested in setting up a reading clinic and is divided into two sections--the annotated reviews of the articles selected and a list of publications dealing primarily with a clinical approach to the diagnosis and treatment of reading problems. Entries include journal articles, books, and monographs and are arranged alphabetically according to author with the two divisions. Articles which are reports of varied instructional approaches, specific case studies, or nonclinical material are not included. This bibliography is available for 50 cents to members, 75 cents to nonmembers from the International Reading Association, Six Tyre Avenue, Newark, Delaware 19711. (BS)

97. ED 020 878 RE 001 389
Classroom Organization for Reading Instruction--An Annotated Bibliography.
By- Spache, George D.
International Reading Assn., Newark, Del.
Report Number IRA-AB-6 Pub Date 65

Document not available from EDRS.

Descriptors- *Annotated Bibliographies, *Class Organization, *Elementary Grades, *Reading Instruction, *Secondary Grades, Ability Grouping, Educational Television, Group Dynamics, Individual Reading, Language Experience Approach, Nongraded Classes, Programed Instruction, Reading Research, Small Group Instruction, Team Teaching.

This annotated bibliography on classroom organization for reading instruction is composed of 112 citations ranging in date from 1948 to 1964. Its divisions include general sources, group dynamics, homogeneous versus heterogeneous, cross-class grouping, nongraded schools and the upgraded primary, programed instruction, team teaching and educational television, pupil teams, language experience approach, individualized reading, descriptive studies, and comparative studies. Listings include journal articles, books, and monographs and are arranged alphabetically according to author within each category. Short introductory remarks by the compiler are included before the divisions. This document is available from the International Reading Association, Six Tyre Avenue, Newark, Delaware 19711 for 50 cents for members, 75 cents for nonmembers. (BS)

98. ED 020 879 RE 001 392
Speed Reading--An Annotated Bibliography.
By- Berger, Allen
International Reading Assn., Newark, Del.
Report Number IRA-AB-14 Pub Date 67

Document not available from EDRS.

Descriptors- *Annotated Bibliographies, *Bibliographies, *Speed Reading, Information Processing, Measurement, Mechanical Teaching Aids, Perception, Reading Skills, Retention, Sex Differences.

Approximately 125 references to speed reading appearing during the past 40 years are included in this annotated bibliography. They are grouped into the categories of tachistoscopic and controlled pacing, paperback scanning, retention of gains, flexibility, perception, processing information, sex differences, and measurement. More than 35 journals and other publications are represented. Comments concerning categories and other related bibliographies are included. This document may be ordered for 50 cents for members or 75 cents for nonmembers from the International Reading Association, Six Tyre Avenue, Newark, Delaware 19711. (BS)

99. ED 020 880 RE 001 395
Upgrading Elementary Reading Programs.
By- Whipple, Gertrude
International Reading Assn., Newark, Del.
Pub Date 66
Document not available from EDRS.

Descriptors- *Educational Methods, *Instructional Materials, *Program Improvement, *Reading Instruction, Coordination, Facility Improvement, Harvard Report on Reading in Elementary Schools, Individualized Reading, Interdisciplinary Approach, Word Recognition.

To improve reading instruction in many schools, the amount, quality, and variety of reading materials and other aids to learning must be increased. It is imperative that students have access to well equipped libraries. "The Harvard Report on Reading in the Elementary Schools" offers excellent guidance for the improvement of reading instruction and recommends that no one method of instruction be followed. The report emphasizes the importance of word recognition and the necessity of understanding the whole meaning of passages and suggests a sequential approach to reading instruction which includes flexible grouping. The individualized reading approach is considered an excellent supplement to the program. Coordination of reading with other means of learning and the development of critical reading skills in all subject areas are recommended. Sixteen references are included. This citation award address was presented to the 1966 International Reading Association Conference in Dallas and is available from IRA, Box 695, Newark, Delaware 19711. (WL)

100. ED 020 881 RE 001 396
Linguistics and the Teaching of Reading--An Annotated Bibliography.
By- Goodman, Yetta M. Goodman, Kenneth S.
International Reading Assn., Newark, Del.
Report Number IRA-AB-12 Pub Date 67

Document not available from EDRS.

Descriptors- *Annotated Bibliographies, *Linguistics, *Reading Instruction, *Reading Processes, Comprehension, Dialects, Intonation, Phonemics, Psycholinguistics, Semantics, Structural Grammar, Syntax, Word Recognition.

One of the International Reading Association's Annotated Bibliography Series is concerned with the application of linguistics to reading instruction and was prepared to serve a wide range of users. It contains about 100 citations of books, research reports, doctoral dissertations, and articles from periodicals, yearbooks, and conference proceedings. These are grouped under the following areas of current interest: (1) linguistics and language study, (2) reading comprehension, semantics, and meaning, (3) curriculum, (4) dialects and related problems, (5) general application of linguistics to reading, (6) intonation, (7) materials with linguistics labels, (8) the nature of reading, (9) psycholinguistics, (10) phoneme-grapheme correspondence, (11) syntax and grammar, (12) the reading teacher and linguistics, and (13) word recognition. This bibliography may be ordered for 50 cents for members, 75 cents for nonmembers from the International Reading Association, Six Tyre Avenue, Newark, Delaware 19711. (NS)

Part III

Documents Processed by ERIC/CRIER as QAD -- Quick Availability Documents, Available from ERIC Document Reproduction Service

1. ED 010 030
Evaluation of Levels-Designed Visual-Auditory and Related Writing Methods of Reading Instruction in Grade One.
By- Manning, John C.
University of Minnesota, Minneapolis
Report Number CRP-2650 Pub Date 66
EDRS Price MF-$0.75 HC-$7.55
149p.

Descriptors- *First Grade, *Reading Achievement, *Reading Development, *Reading Instruction, *Reading Tests, *Special Classes, California, Clovis, Comparative Analysis, Minn., Minneapolis, Reading Ability, Reading Programs, Reading Skills, Sanger.

This research study evaluated the effectiveness of three methods of first-grade reading instruction employing similar basal reader story content. The three methods were--(a) the instructional procedures outlined in the teachers manual accompanying the Ginn Basic Reading Series, (b) a levels-designed program stressing early intensive letter readiness activities followed by experimental procedures for teaching word recognition, phase reading, oral and silent reading skills, and (c) reading procedures similar to those specified in method b implemented and supplemented by a 10-level writing program using basal reader vocabulary. Both methods b and c used the Ginn Reading Series for vocabulary and story content only. Certain general provisions for instruction were followed by teachers of groups b and c. These covered identifying differences in ability level, individual rates of learning, remedial skills, encouraging initiative-thinking ability, and improving quantity and quality of pupil participation reading activities. Thirty-six teachers and 958 first-grade pupils from Sanger and Clovis, California, public schools were the total sample. Sanger pupils used method a and Clovis pupils used methods b and c. Following the 140-day experimental period, the reading abilities of all the children were measured and the results statistically analyzed. The superiority of a highly differentiated program of reading instruction over a developmentally oriented basal reader program is clearly apparent by statistically significant differences, favoring groups b and c on all criterion measurements. (GC)

2. ED 010 031
Effect of First-Grade Instruction Using Basal Readers, Modified Linguistic Materials, and Linguistic Readers.
By- Sheldon, William D. Lashinger, Donald R.
Syracuse Univ., New York
Report Number CRP-2683 Pub Date 66
EDRS Price MF-$0.50 HC-$5.00 98p.

Descriptors- *Basal, *Beginning Reading, *Comparative Analysis, *Linguistics, *Reading Instruction, First Grade, Intelligence Differences, New York, Phonics, Reading Achievement, Reading Materials, Reading Readiness, Sequential Reading Programs, Sex Differences, Syracuse.

This study evaluated the effects of a basal reader program, a modified linguistic approach, and a linguistic reader program as measured by the reading achievement of 469 children in 21 classes at the end of first grade. Achievement comparisons were also made on the bases of (1) sex, (2) intelligence, and (3) relationships between reading readiness test scores at the beginning of grade one and subsequent achievement at the end of the school year. Analysis of the pre- and post-test scores and information gained during the actual instructional sessions indicated that no one of the three approaches was more effective in teaching beginning reading. Examination of the various achievement measures from all three treatment groups indicated that most of the children learned to read at acceptable levels. (JH)

3. ED 010 032
A Comparative Study of Two First-Grade Language Arts Programs.
By- Kendrick, William M.
San Diego County Dept. of Education, Calif.
Report Number CRP-2576 Pub Date 66
State Dept. of Education, Sacramento, Calif.
EDRS Price MF-$0.50 HC-$3.90 76p.

Descriptors- *First Grade, *Listening Habits, *Speech Habits, *Word Recognition, California, Detroit Word Recognition Test, Educational Experiences, Gilmore Oral Reading Test, Inservice Teacher Education, Pintner-Cunningham Primary Intelligence, Reading Instruction, San Diego County, Student Attitudes, Traditional Schools, Writing Exercises.

This study was conducted to determine the relative effectiveness of the experience approach to the teaching of the language arts as compared with the traditional method. To accomplish this, four areas of language arts were separately measured--reading, writing, listening, and speaking. In addition, an index of development in reading interest was taken and pupil attitude toward reading determined. The experience approach used the language and thinking of individual children as the basis for skill development. With repeated opportunities for sharing ideas, illustrating stories, and writing stories with teacher help, children began to develop writing vocabularies and were able to write their own stories independently. The traditional method appeared more effective for developing the skill of deriving meaning from the written paragraph for males of all socio-economic levels and middle class females, for developing the listening ability of lower class females, and for developing speaking competence of both males and females in all three socio-economic levels. The experience approach did increase interest in reading in lower class males. This method also favorably affected males and females in writing as these subgroups excelled in the total number of words written. (JL)

4. ED 010 036
A Study of Depth of First-Grade Reading--An Analysis of the Interactions of Professed Methods, Teacher Implementation, and Child Background.
By- Chall, Jeanne S. Feldmann, Shirley C.
City Univ. of New York, City Coll.
Report Number CRP-2728 Pub Date 66
EDRS Price MF-$0.75 HC-$8.80 174p.

Descriptors- *Beginning Reading, *Effective Teaching, *Reading Instruction, *Teacher Characteristics, *Teaching Methods, Background, Classroom Techniques, First Grade, New York, Reading Achievement, Reading Programs, Teacher Attitudes, Teacher Experiences.

The primary investigation concerned the effect of teacher characteristics, style, and interpretation of reading method on pupil reading achievement scores both in January and June in the first-grade year. An analysis of variance design was used. Fourteen teachers completed a questionnaire designed to distinguish two basic kinds of beginning reading instruction emphasis--(1) "decoding" (oral reading and sound-symbol) or (2) "meaning" (silent reading and interpretation). Equal numbers of meaning and sound-symbol emphasis teachers were represented in the sample, as well as experienced and inexperienced teachers within each emphasis. Their activities were then studied in 12 classes for one school year, following the reading programs each had used previously. Principal data were collected from ratings of teacher characteristics and practices in the classroom and from batteries of readiness and achievement tests given to pupils at the beginning and end of the school year, respectively. The study supported in a preliminary way (because of the limited sample and amount of analysis) the observation that teacher characteristics and the ways in which teachers implement a given method do make a difference in the reading achievement of their pupils. There was also some evidence that a thinking approach to learning, a sound-symbol emphasis within a basal reader approach, the use of the appropriate difficulty level of lessons relate positively to reading achievement. (WN)

5. ED 010 037
Comparison of Reading Approaches in First-Grade Teaching with Disadvantaged Children. (The CRAFT Project)
By- Harris, Albert J. Serwer, Blanche L.
City Univ. of New York Research Foundation
Report Number CRP-2677 Pub Date 66
City Univ. of New York, Div. of Teacher Education
EDRS Price MF-$0.75 HC-$7.65 151p.

Descriptors- *Beginning Reading, *Disadvantaged Youth, *Effective Teaching, *Reading Instruction, *Teaching Methods, Audiovisual Aids, Comparative Analysis, First Grade, Language Aids, New York, Phonology, Reading Processes, Skills, Urban Youth.

The relative effectiveness of the skills-centered approach and the language-experience approach to teaching reading to disadvantaged urban children in the first grade was examined, and methods compared. Approximately 50 teachers and 1,150 students made up the project sample. Types of data gathered included pretest and post-test scores of the pupils and instructional time logs, classroom observations, and preferred reading approaches from their teachers. Project results showed that the disadvantaged child can learn to read by the same methods that are used with middle and upper-class children. Among the four methods used, the basal reader method, employed with the skills-centered approach, appeared to be the ideal approach. The other methods were the basal reader method with phonovisual word recognition and two language-experience approaches with and without audio visual supplementation. Differences among the methods were sufficiently small as to be inconclusive. Continuation and replication studies were planned. (JH)

6. ED 010 047
Sentence Structures Used by Superior Students in Grades Four and Twelve, and by Superior Adults.
By- Hunt, Kellogg W.
Florida State Univ., Tallahassee
Report Number BR-5-0313
EDRS Price MF-$0.50 HC-$4.60 90p.

Descriptors- *Child Development, *Grammar, *Maturity Tests, *Study Characteristics, *Writing Skills, Adult Programs, Age Differences, Composition (Literary), Florida, Fourth Grade, Language Arts, Measurement Instruments, Mental Development, Superior Students, Tallahassee, Twelfth Grade.

The search for quantitative measures in sentence structures that are significant indicators of chronological and mental maturity in school children was the purpose of this study. Comparisons were made of compositions written by students of superior IQ at the same grade levels. This part of the project had two objectives--(1) to see whether superior students near the beginning of their writing careers are already measurably ahead of the average students in syntactic maturity, and if so in what respects, and (2) to determine whether superior students near the end of their public school training are further ahead of their average counterparts. Another comparative exercise was conducted between the syntactic written structures of superior and average twelfth-graders with those of skilled adults published in "Harpers" and "Atlantic" magazines. This second project task was conducted to determine whether twelfth graders (at least superior ones) have already attained syntactic maturity or whether, instead, skilled adult writer are ahead of them, and if so, in what respects. In general, the results of the study showed definite developmental tendencies occurring between grades 4 and 12 and carrying even farther in the work of skilled adults. Thus, the measures employed were deemed sufficiently sensitive to detect mental, as well as chronological, maturity. The study was an extension of cooperative research project 1998, entitled "Differences in Grammatical Structures Written at Three Grade Levels." (JH)

7. ED 010 048
A Study of the Effects of Intensive Oral-Aural English Language Instruction, Oral-Aural Spanish Language Instruction and Non-Oral-Aural Instruction on Reading Readiness in Grade One.
By- Horn, Thomas D.
University of Texas, Austin
Report Number CRP-2648 Pub Date 66
EDRS Price MF-$0.50 HC $5.85 115p.

Descriptors- *Audiolingual Methods, *Beginning Reading, *Language Instruction, *Reading Readiness, *Spanish-Speaking, Austin, Disadvantaged Youth, English, First Grade, Reading Readiness Tests, San Antonio, Spanish, Texas.

The effectiveness of three methods were compared for developing reading readiness in Spanish-speaking first grade children. The methods used were (1) English language instruction with audiolingual techniques, (2) Spanish language instruction with audiolingual techniques, and (3) language instruction using the same materials as methods one and two, but without audiolingual techniques. Sample first grade classrooms were arbitrarily assigned to one of the three treatments (a total of 28 was used). The "Metropolitan Readiness Test", originally designed for measuring reading readiness for an English-speaking population, was used in this project to secure pre- and post-test criteria scores. This instrument, however, proved invalid for measuring the effects of intensive oral language instruction. In addition, no other usable instrument was found available for assessing levels of oral language development for the project population in either

English or Spanish. This factor resulted in a higher mean on the final criterion scores for the children who had no audiolingual training. A large number of zero scores were attained on the pretesting exercises which clearly demonstrated, as well, the inappropriateness of the standardized test for the sample groups. Differences between the treatment groups on their post-test mean scores were not significant. It was determined that additional research clearly needed to be accomplished in the field. (JH)

8. ED 010 049
A Comparative Study of Two Approaches to the Teaching of Reading in the National Language.
By- Modiano, Nancy
New York Univ., School of Education
Report Number CRP-S-237 Pub Date 66
EDRS Price MF-$0.75 HC-$8.95 177p.

Descriptors- *Educational Research, *Instruction, *Spanish, *Teaching Methods, Chiapas, Language Instruction, Mexico, Reading Instruction.

This study was conducted to evaluate two approaches for training students with a previously acquired foreign language ability. The two approaches studied were monolingual and bilingual. The hypothesis of the monolingual approach suggests that it is more efficient to teach in the national language. The bilingual hypothesis suggests it is more efficient to teach students using a previously acquired language. These hypotheses were tested on an Indian population in the Chiapas mountains of southwestern Mexico. Opportunities are afforded to observe and study the monolingual approach in local federal and state schools which teach in Spanish and the national Indian institute schools which teach in tribal language Tzotzil and Tzeltal prior to teaching in Spanish. Instructional materials, content, and tests validated for the groups studied were prepared, presented, and evaluated. It was found that students taught with the bilingual approach scored significantly higher on the Spanish reading comprehension test. Furthermore the percentage of pupils designated as literate in Spanish by their teachers was significantly higher for the bilingual studied. The higher percentage of literacy and the higher levels of reading comprehension point to the efficiency of the bilingual approach. It was concluded that the findings support the theory that meaning is essential to reading comprehension. The findings were concluded to be specifically relevant for the groups studied with possible application for the bilingual approach in other language environments. Causal factors contributing to the study results are discussed with implications for further research. (WN)

9. ED 010 050
Word Associations and Learning to Reading.
By- Samuels, S. Jay
University of California, Los Angeles Campus
Report Number CRP-S-378 Pub Date 66
EDRS Price MF-$0.25 HC-$1.90 36p.

Descriptors- *Primary Grades, *Reading Achievement, *Reading Instruction, *Word Associations, *Word Recognition, California, Learning Experiences, Los Angeles, Minneapolis, Minnesota, Oral Communication, Reading Skills, Reading Speed.

An experiement was conducted to determine the effect of 2-word associations in learning to read the second word of a 2-word chain. About 45 first- and second-grade students were chosen as subjects after pretesting to insure they were able to read the first (stimulus) word but not the second (response) word of each word pair used in the study. Eight stimulus and eight response words were used. Each trainee first received instruction in word association by responding orally with the response word after learning the stimulus word. Reading training followed this first procedure through word pair recall and word matching techniques. A word recognition test was then given on the eight response words. Two measures of learning were used--(1) number of correct reading responses, and (2) speed of recognition. Results from both measures showed conclusively that the strength of associations between words did influence the overall acquisition of correct reading responses. (JH)

10. ED 010 051
Comparison of Reading Achievement of First-Grade Children Taught by a Linguistic Approach and a Basal Reader Approach.
By- Schneyer, J. Wesley and others
University of Pennsylvania, Philadelphia
Report Number CRP-2666 Pub Date 66
EDRS Price MF-$0.75 HC-$8.55 169p.

Descriptors- *Basal Reading, *First Grade, *Linguistic Approaches (Reading), *Reading Achievement, Ability Grouping, Child Development, Effective Teaching, Fries Linguistic Method, Pennsylvania, Philadelphia, Philadelphia Reading Test (PRT), Reading Instruction, Scott-Foresman Basal Reader, Sex Differences.

The relative effectiveness of two approaches for teaching reading to first-grade children at high, average, and low ability score levels was investigated, and the variables that differentiated between high and low achievers under both approaches were compared. The two approaches were--(1) the Fries linguistic method, and (2) the Scott, Foresman basal reader method. Twelve classes in each treatment, 4 within each treatment at each of the 3 ability score levels, were involved in the study (a total of about 670 pupils). A number of pretests were administered to all subjects, and after a 140-day instructional period, 7 criterion measures were used to test degrees of achievement including--(1) the Philadelphia Reading Test (PRT), (2) a linguistic reading test, (3) word meaning, (4) paragraph meaning, (5) vocabulary, (6) spelling, and (7) word study skills. When the two treatment groups were considered as a whole (that is, without breakdown of ability score levels or sexes), and when the evidence obtained from all the criterion variables were taken into account, no general statement could be made about the superiority of one approach over the other. There were, however, significant differences between treatments favoring the basal reader group for five of the seven criterion measures. Findings with respect to the effect of ability on test scores were not significant for either treatment. Follow-up studies are to be conducted as the children progress through the second and third grades. (JH)

11. ED 010 052
Communication Barriers to the Culturally Deprived.
By- McDavid, Raven I. Austin, William M.
University of Chicago
Report Number CRP-2107
Illinois Inst. of Tech., Chicago
EDRS Price MF-$0.75 HC-$9.05 179p.

Descriptors- *Communication Problems, *Cultural Disadvantagement, *Middle Class, *Negro Dialects, *Nonstandard Dialects, Chicago, Illinois, Pronunciation, Social Relations, Urban Areas.

This report was designed (1) to provide a more detailed and sophisticated knowledge about social differences in oral communication and (2) to ascertain the accuracy with which subjects could identify the race and education of speakers whom they could not see. To determine reactions to pronunciations, the investigators devised an instrument composed of pronunciations by speakers of specific regional and ethnic backgrounds. This instrument was administered to some three hundred respondents, whites and Negroes in almost equal numbers, of various educational backgrounds. It was found that differences between lower-class white speech and middle-class to lower-class Negro speech are much more difficult to detect than differences between the speech of white Chicagoans and Southern Negores. It is an intuitive reaction that suprasegmentals and paralanguage are more effective indicators of ethnic background than vocabulary, grammar, or pronunciation. (JL)

12. ED 010 058
The Effectiveness of Teaching Reading in Kindergarten.
By- McKee, Paul Brzeinski, Joseph
State Dept. of Education, Denver, Colo.
Report Number BR-5-0371 Pub Date 66
Denver Public Schools
EDRS Price MF-$0.75 HC-$7.40 146p.

Descriptors- *Kindergarten Children, *Reading Achievement, *Reading Comprehension, *Reading Development, *Reading Instruction, Colorado, Denver, Elementary Schools, Reading Ability, Reading Levels, Reading Research, Reading Skills.

This study investigated the effectiveness of beginning the teaching of reading in kindergarten. The longitudinal effects as well as the initial results were examined. The progress of the children in the study was followed from the kindergarten through the fifth grade. The sample consisted of 4,000 kindergarten pupils randomly assigned by the school to comparable control and experimental groups. Instructions were similar except for one major difference. The experimental group received planned, sequential instruction in beginning reading, while the control group had activities which developed reading readiness. The principal statistical technique was analysis of variance- covariance technique. The primary variable considered was the time of beginning reading. Other variables were mental age, chronological age, sex, IQ, and family characteristics. These latter variables were also used as covariates. Comparisons were made on the criterion variable (reading achievement) between experimental and control groups and effects of other variables were studied in the same way. Analysis of variance allowed computation of the interaction between variables. In every case, attention was given to the interaction of the treatment variable (time of beginning reading) with the other variables in determining the effect of the criterion variable (reading achievement). Optimum reading achievement was obtained by boys and girls who received the experimental beginning reading instruction in kindergarten and who had an adjusted reading program in later grades. Such adjustment was necessary for the measurable advantages of early reading instruction to be preserved beyond the second grade. When the advantages of an early start in reading were followed up, statistically significant gains in reading achievement persisted throughout the entire study. (GC)

13. ED 010 059
Written Language Development of Intermediate Grade Children.
By- Hill, Edwin C. Hill, Margaret K.
University of Pittsburgh, School of Education
Report Number CRP-1571 Pub Date 66
EDRS Price MF-$0.25 HC-$2.55 49p.

Descriptors- *Child Development, *Composition (Literary), *Instructional Program Divisions, *Intermediate Grades, *Student Characteristics, *Writing Skills, Age Differences, Elementary School Students, Geographic Location, Language Arts, Pennsylvania, Pittsburgh, Rural-Urban Differences, Sex Differences.

Selected aspects of compositions, written by intermediate grade children (fourth, fifth, and sixth grades), were studied to reveal growth gradients of written language by the following characteristics (1) sex, (2) chronological age, (3) grade level, (4) geographical location, and (5) residence area. The subjects were 14,400 children in four geographic regions of the United States. Each region was represented by four metropolitan areas, further divided into rural, suburban, and urban residence classifications. The compositions submitted by the student sample were analyzed in terms of parts of speech, sentence type, sentence complexity, clauses, and phrases. Phrases were divided into five categories (noun, verb, adjectival, adverbial, and absolute). The incidence of use of sentence fragments and run-on sentences and the frequency of the use of right or left hand in writing were tabulated. Study results showed that residence classification, sex, incidence of right or left handedness, incidence of use of run-on sentences, and incidence of use of sentence fragments produced no significant correlations with any other variables. Thus, no important relationships for those variables existed in this particular sample. Grade level and age, however, proved to be highly related to each other in analysis of the written compositions, producing a correlation of .824. (JH)

14. ED 010 060
Instruction of High School Students in Reading for Different Purposes.
By- Smith, Helen K. Andresen, Oliver S.
University of Chicago
Report Number CRP-1714
EDRS Price MF-$1.75 HC-$22.40 446p.

Descriptors- *Instructional Materials, *Program Evaluation, *Reading, *Secondary Education, Chicago, Illinois, Niles Township High School West, Reading Instruction, Reading Programs.

Potential benefits to be derived from planned purposeful reading instruction were studied. Twelve purposes were then selected for purposeful reading at the ninth-grade high school level. Students in the experimental group and control group were then selected on the basis of need for purposeful reading instruction. Individuals in the control and experimental groups were matched on the basis of reading inventory scores and I.Q. Planned purposeful reading instruction was then given to the experimental group and evaluated. The experimental evaluation was compared with an evaluation of control group instruction. Instuction in both groups was observed by a reading research associate to ascertain procedures and methods used by teachers. Effectiveness of the instructional techniques used was compared. Analysis of covariance was used to adjust for differences in I.Q. or purposeful reading pretest scores. Experimental subjects did not read significantly better than the control group for the 12 study purposes selected. However, the results indicate that the percentage of students scoring above one standard deviation was higher in the experimental group. It was concluded that the materials developed for instruction and testing had been used successfully and that planned purposeful reading instruction was superior to incidental instruction. (WN)

15. ED 010 062
An Evaulation of Three Approaches to Teaching Reading in First Grade.
By- Bordeaux, Elizabeth A.
Goldsboro City Schools, N.C.
Report Number CRP-2719
State Board of Educ., Dept. of Pub. Inst., Raleigh, N.C.
EDRS Price MF-$0.50 HC-$3.60 70p.

Descriptors- *Basal Reading, *Phonics, *Reading Programs, *Sensory Experiences, Comparative Analysis, First Grade, Goldsboro, North Carolina, Racial Differences, Reading Achievement, Sex Differences.

The purpose of this study was to compare the following approaches to teaching first grade reading (1) a traditional basal reader, (2) basal reader plus intensive phonics instruction, and (3) the latter two methods plus sensory experiences. These three approaches were tried for 140 school days (1 year), using 28 first-grade classes. They were examined from the standpoints of pupil achievement on the whole and achievement within certain groups of children. Among the groups considered were boys versus girls, Negroes versus whites, and repeaters versus nonrepeaters. Also considered were factors of general maturity and level of home environment. Readiness tests, an intelligence test, achievement tests, and nontest data were used to obtain the project results. These results showed that no one of these three approaches was consistently superior to the other two in all areas of achievement considered. Certain test subscores, however, did indicate superiority of the sensory experiences approach. Where the differences were not significant, the difference was still in favor of this approach in all instances. The basal reader approach was second best for Negro subjects. For white subjects, there was no difference between the basal reader and phonics approaches. For reasons of uncontrolled variables, comparisons of total boys versus total girls could not be made. It was suggested that if the study were duplicated with different children and teachers, however, quite different results might be obtained. (JH)

16. ED 010 121
Effectiveness of an Interest-Motivated Approach to Junior College Remedial English Instruction.
By- Gunter, G. O. McNitt, Helen
York Junior Coll., Pa.
Report Number CRP-2856 Pub Date 66
Report Number BR-5-0767
EDRS Price MF-$0.25 HC-$2.65 51p.

Descriptors- *English Instruction, *Motivation, *Performance, *Remedial Courses, *Testing, Academic Performance, Pennsylvania, Post-Testing, Pretesting, Remedial Instruction, York.

The effectiveness of an interest-motivated method of instruction in remedial English was evaluated. All students involved in the project were persons who had graduated from high schools in the lower 40 percent of their classes. They were admitted to college on a probationary basis. Eight groups of students were involved. Four groups were designated as experimental, and their class procedure followed the interest-motivated method of instruction. The remaining groups followed a traditional method. The courses ran concurrently and covered two 15-week semesters. The primary study materials employed in the four experimental groups were "Newsweek" magazine and selected newspapers. Students' pre- and post-experimental essays were judged on the elements of mechanics, organization, and intellectual content. Analyses of variance was run on the scores. The experimental method was no more effective in teaching than the traditional approach. It was concluded, also, that remedial English courses should be of no greater duration than one semester. Meaningful objective criteria were developed for scoring student essays. (JC)

17. ED 010 123
Results of an Exploratory Study of Functional Illiterates in Macon County, Alabama.
By- Pinnock, Theo, J. and others
Tuskegee Inst., Ala.
Report Number CRP-D-184
Report Number BR-5-0023 Pub Date 66
EDRS Price MF-$0.75 HC-$9.90 196p.

Descriptors- *Experimental Programs, *Experimental Teaching, *Illiteracy, *Improvement Programs, *Southern Community, Alabama, Educational Disadvantagement, Educational Improvement, Educational

Problems, Human Relations, Macon County, Negro Education, Rural Areas, Tuskegee.

An exploratory study on various aspects of functional illiteracy, and an experimental instructional program were conducted in Macon County, Alabama, the sample selection consisted of approximately 650 Negro and 10 white illiterates from a southern community. Data were gathered through interviews, questionnaires, tests, and rating techniques. Data were analyzed on personal variables, educational background, educational aspirations, economic status, and community involvement and participation. Approximately 18 pages reported conclusions and recommendations. Some of the more general findings were--(1) 96 percent of the subjects had completed only the eighth grade or less, (2) reasons for illiteracy were many and varied, and (3) two of the major problems were found to be the indifferent attitude of the state toward illiterate Negroes and Caucasians and a communication breakdown between the races. The teaching and testing experiments indicated enthusiastic participation by the subjects. The subject matter offered appeared to meet their needs. The recommendations suggested means to ameliorate problems and provide opportunities for illiterate persons. (RS)

18. ED 010 171
First-Grade Reading Instruction.
By- Robinson, R. E.
Asheville City Schools, N. C.
Report Number CRP-2874
Report Number BR-5-0554 Pub Date 66
EDRS Price MF $0.25 HC-$2.45 47p.

Descriptors- *Nongraded Classes, *Preschool Programs, *Reading Achievement, *Reading Program, Asheville, Basal Reading, First Grade, Head Start, Metropolitan Readiness Test, North Carolina, Reading Readiness.

The major objective of this study was to test the null hypothesis that there would be no significant differences in the change in reading achievement level of several varied groups of pupils. The measure of reading achievement was the Metropolitan Readiness Test. The minimum acceptable confidence level was .05. Several conclusions were reached. First, when continuous progress program pupils who were taught by teachers who had formal training within the last 5 years were compared with pupils in the same program who were taught by teachers without formal training within the past 5 years, no significant differences appeared. Secondly, under this situation, Head Start program pupils were able to compete equally with other first graders. (LP)

19. ED 010 187
Teacher Evaluation As a Measure of Pupil Performance
By- Starr, Fay H. Pancrazio, Sally
Southern Illinois Univ., Edwardsville Campus
Report Number CRP-S-330
Report Number BR-5-8225 Pub Date 66
EDRS Price MF-$0.25 HC-$2.65 51p.

Descriptors- *Achievement Gains, *Grade Point Average, *Longitudinal Study, *Performance Factors, *Student Progress, Academic Achievement, Academic Performance, Achievement Tests, Arithmetic, California Achievement Tests, Edwardsville, Grading, Illinois, Junior High School, Language Development, Overachievers, Reading Achievement, Texas Human Talent Project, Underachievers.

Scores from 16 variables were used to assess differences among 194 junior high school boys and girls of 4 Texas communities who were among more than 1,500 pupils included in the "Texas Human Talent Project." Subjects were classified into "up," "down," or "stable" samples. Classification into the "up" sample of 19 boys and 27 girls required an increase of 2 or more stanines in grade point average from the seventh to the ninth grade. Classification into the "down" sample of 28 boys and 20 girls required a decrease in GPA of 2 or more stanines. Each subject classified into the "stable" sample of 50 boys and 50 girls obtained identical grade point averages at the seventh and ninth grades. Stanines for the grade point averages were obtained for the entire population of 1,500 pupils in the 4 communities. Achievement test scores obtained from the California Achievement Tests in arithmetic, reading, and language yielded results indicating that all three samples made significant gains in grade placement from the seventh to the ninth grade (average grade placement gains for the "up," "down," and "stable" samples were 2.1, 1.9, and 2.5, respectively.) The "up" sample did not make gains in proportion to the marked increase in GPA for that sample, and the "down" sample gains for the achievement tests do not reflect the severe loss in GPA for the subjects of that sample. The "stable" sample, with grade placement scores above those for the other two samples at the seventh grade, enjoyed the greatest gains in grade placement for the three tests. (LP)

20. ED 010 191
Relations between Teacher Practice and Knowledge of Reading Theory in Selected Grade School Classes.
By- Guszak, Frank J.
Univ. of Wisconsin, Madison Campus, Sch. of Educ.
Report Number CRP-S-437
Report Number BR-5-8402 Pub Date 66
EDRS Price MF-$0.50 HC-$6.45 127p.

Descriptors- *Comprehension, *Comprehension Development, *Elementary School Teachers, *Reading Comprehension, *Teacher Education, Elementary Schools, Inservice Teacher Education, Madison, Preservice Education, San Angelo, Teachers, Texas, Wisconsin.

The problem of this research was to investigate the relations that might exist between teacher knowledge of and practices in the development of reading comprehension. Preliminary to the development of specific research questions were a series of general questions grouped under these main categories--(1) teacher knowledge of comprehension theory, (2) teacher practices in comprehension development, and (3) relations between teacher knowledge and practices. Five test instruments were involved in the study--(1) reading comprehension theory test, (2) reading comprehension solicitation-response inventory, (3) congruence-incongruence dimension, (4) solicitation-response [illegible] and (5) solicitation-response episode. The sample consisted of second-, fourth-, and sixth-grade teachers drawn at random from 16 elementary schools in San Angelo, Texas. The study results are presented in terms of comprehension theory, comprehension development, and the relations between knowledge and practice. Implications are made for preservice and inservice teacher education. (JC)

21. ED 010 193
Factors Affecting Pitch Discrimination.
By- Bergan, John R.
University of Kansas, Lawrence
Report Number CRP-S-154
Report Number BR-5-8468 Pub Date 66
Contract OEC-5-10-185
EDRS Price MF-$0.25 HC-$2.15 41p.

Descriptors- *Audition (Hearing), *Auditory Discrimination, *Auditory Perception, *Visual Perception, Experimental Programs, Feedback, Kansas, Lawrence.

Effects of tonal memory of two kinds of factors were studied. The factors were (1) the characteristics of stimuli presented to the subject in a pitch identification task, and (2) those effecting the response that the subject makes in such a task. Five hypotheses were advanced for study. The underlying assumption was that there are important differences between the acquisition of long-term pitch memory and the acquisition of short-term pitch memory. Three experiments were conducted. The first experiment was concerned with tonal memory and identifying response, the second experiment with activity level and tonal memory, and the third experiment with the effects of variations in intensity level and feedback on pitch identification. Results indicated that (1) learning did not occur when the delay between the standard and variable tone was 10 seconds, (2) the 50-decibel standard pitch was superior to the 50-decibel variable pitch, (3) auditory feedback is superior to visual feedback and delayed feedback in facilitating pitch identification, and (4) it is advantageous to provide immediate auditory feedback to students identifying pitches. (HB)

22. ED 010 209
Measures of Learning Rates for Elementary School Students in Mathematics and Reading under a Program of Individually Prescribed Instruction.
By- Yeager, John L.
University of Pittsburgh
Report Number BR-5-0253-THESIS-1
EDRS Price MF-$0.50 HC-$4.70 92p.

Descriptors- *Individualized Programs, *Learning Laboratory, *Mathematics Instruction, *Rating Scale, *Reading Instruction, Elementary School Students, Individualized Curriculum, Learning Experiences, Measurement Techniques, Pennsylvania, Performance Factors, Pittsburgh, Programed Instruction.

The consistency of three measures of learning rate in mathematics and reading was studied over different units of study. Students of grades one through six (n=152) were assigned to a specific level in a content area based on subject mastery. The rate measures included the total number of mathematics and reading units mastered by a student, the number of days a student required to master a given unit, and an index of rate of learning. The results indicated that the rate of student learning, as measured, was specific to a given task, and not a general factor operating uniformly in all learning situations. Nonconsistent student-learning rate was found between the curriculum areas of mathematics and reading for those rate measures pertaining to specific units. Finally, the level of reading achievement was not related to the rate of learning measures for specific units. (RS)

23. ED 010 231
The General Phonetic Characteristics of Languages.
By- Delattre, Pierre
University of California, Santa Barbara Campus
Report Number BR-5-0943 Pub Date 66
Contract OEC-6-14-007
EDRS Price MF-$0.50 HC-$4.85 95p.

Descriptors- *English, *Languages, *Phonetic Analysis, *Phonetics, *Speaking, California, Educational Research, French, German, Language Research, Linguistics, Santa Barbara, Spanish.

An instrumental analysis was undertaken and a detailed description prepared of the phonetic features of American English and the commonly taught modern foreign languages--German, Spanish, and French. The investigation covered 40 sections--(1) 11 prosodic features, (2) 13 vocalic featues, and (3) 16 consonant features. A three-way technique was used--(1) the spectrographic analysis of utterances that were composed and recorded for special purposes, (2) the verification and refutation of specific hypotheses by means of spectographic synthesis upon which spectographic patterns of contrastive utterances were painted and transferred into sound by a speech synthesizer, and (3) the preparation and study of motion picture "x-rays" of the utterances to discover articulatory features that correlate with the acoustic ones found by spectrographic analysis and synthesis. English and the foreign languages were compared using statistical analysis. (HB)

24. ED 010 243
Analysis of Word Frequencies in Spoken Language of Children.
By- Beier, Ernst G. and others
University of Utah, Salt Lake City
Report Number CRP-S-277
Report Number BR-5-8036 Pub Date 65
EDRS Price MF-$0.25 HC-$1.15 21p.

Descriptors- *Children, *Language Research, *Languages, *Vocabulary Development, Language Ability, Language Fluency, Language Records (Phonography), Salt Lake City, Tape Recorders, Utah.

An attempt was made to establish certain base rates in language usage of children and to investigate their psychological significance. Specifically the study was aimed at discovering whether the findings of G. K. Zipf (1965) held for spoken language of children and whether age differences influenced the relationship of variety and frequency of word occurrences. Zipf stated that a relationship exists between high frequency, small variety, and shortness of words, a relationship presumably valid for language in general. In this study 12- and 16-year-old boys (n=15 for each age group) of average intelligence were given a tape recorder to obtain their verbal output. Forty thousand words of each of the groups were analyzed with the Starkweather Program on an IBM 7094 computer. The results were presented in terms of lists of words used, ratios of the number of different words spoken to the number of total words, and the ratio of variety to frequency of occurrence. (JC)

25. ED 010 251
The Relation of Reading Achievement to One Aspect of "Realism" among 7- to 12-Year-Old Boys.
By- Solomon, Marilyn
New York Univ., School of Education

Report Number CRP-S-616-65
Report Number BR-5-8380 Pub Date 66
EDRS Price MF-$0.50 HC-$3.10 60p.

Descriptors- *Concept Formation, *Developmental Reading, *Moral Values, *Reading Research, *Retarded Readers, Males, New York, New York City, Reading Achievement, Reading Failure, Reading Processes.

This investigation studied the relationship between reading achievement and moral realism in 7- to 12-year-old boys. Intragroup trends and intergroup differences in moral realism among retarded and successful readers were compared and evaluated. A horizontal analysis and a vertical analysis were performed in order to determine the presence of a certain developmental trend in moral thinking (structuring) in successful readers that may not be present in retarded readers. From the data obtained by interviews it was found that children who are retarded in reading achievement are also somewhat retarded in moral-conceptual development as measured in Piaget's terms. The study showed that there is evidence of a lag in moral realism in retarded readers when they are compared to successful readers. (GD)

26. ED 010 258
Translated Reading Tests As Culture-Fair Measures for Foreign Students.
By- Kumbaraci, Turkan E.
Columbia Univ., New York
Report Number CRP-S-177
Report Number BR-5-8214 Pub Date 66
Contract OEC-5-10-108
EDRS Price MF $0.50 HC-$6.30 124p.

Descriptors- *Culture Free Tests, *Foreign Students, *Item Analysis, *Reading Comprehension, *Reading Tests, *Screening Tests, *Test Validity, College Entrance Examinations, College Students, Comparative Analysis, Cultural Differences, New York, New York City, Turkey, Turkish.

A comparison of an English language reading comprehension test with its Turkish translation and retranslation was conducted. The instruments consisted of two parallel forms of a reading test of college entrance level. They were translated into Turkish, and then retranslated into English. Supplementary measures were also employed. The sample consisted of 896 Turkish high school seniors and college students, and 1,324 American high school seniors and college students. Several suggestions were discussed for the perfection of the instruments used for screening foreign students and for cross-cultural item statistics. (RS)

27. ED 010 270
Nonovert Reinforced Cloze Procedure.
By- Bloomer, Richard H. and others
University of Connecticut, Storrs
Report Number CRP-2245
Report Number BR-5-0534 Pub Date 66
EDRS Price MF-$0.75 HC-$7.70 152p.

Descriptors- *Cloze Procedure, *Language Ability, *Reading Comprehension, Connecticut, Measurement Techniques, Reinforcement, Storrs, Testing Programs.

The study measured the effects of training in a series of cloze procedure exercises upon reading comprehension. Students were instructed to fill in blank spaces in written text. This act of closure itself was considered to be a nonovert reinforcement. Students (1,411) in 49 classrooms participated in the study. A cross-sectional group was studied for 3 weeks, and a longitudinal group for 12 weeks. The students were from grades 5, 7, 9, and 11. The authors concluded that reading comprehension was not improved but suggested other possible uses of the procedure. (JK)

28. ED 010 274
School Achievement and Effect of Type Size on Reading in Visually Handicapped Children.
By- Birch, Jack W. and others
University of Pittsburgh, School of Education
Report Number CRP-1766
Report Number BR-5-0367 Pub Date 66
Contract OEC-4-10-028
EDRS Price MF-$0.75 HC-$8.40 166p.

Descriptors- *Achievement Tests, *Reading Achievement, *Reading Skills, *Special Education, *Visually Handicapped, Comparative Analysis, Grade 5, Grade 6, Pennsylvania, Pittsburgh, Written Language.

The relationship between visual deficits and achievement was studied. Partially seeing children (424) from the fifth and sixth grades were administered five equivalent forms of a standardized test containing school-like reading tasks. A Latin square design was used to spread the effects of teachers' skill in test administration, practice, levels of pupil motivation, and possible effects of type size change. Various data on the subjects were obtained from their teachers. A comprehensive achievement test was later printed in type sizes 12-, 15-, 18-, 21-, and 24-point, and administered according to the preference of the subjects. This test was administered under both timed and untimed conditions. Data were collected on reading distance employed and other variables. Statistical analysis revealed no relationship between the best type size and achievement or between the reading distance typically used and test scores. There was educational retardation of one grade level on a grade-to-grade comparison with nonhandicapped children. Other results, implications, and conclusions concerning (1) special education practices, (2) teacher education, (3) vocational rehabilitation, and (4) research were included. (RS)

29. ED 010 307
Report of the First Research Planning Conference Held under the Auspices of Project Literacy (Title Supplied)--Project Literacy Reports, No. 1.
By- Levin, Harry and others
Cornell Univ., Ithaca, N.Y.
Report Number CRP-F-034-1
Report Number BR-5-0617-1 Pub Date Jul 64
Contract OEC-4-10-113
EDRS Price MF-$0.25 HC-$2.20 42p.

Descriptors- *Cognitive Development, *Language Development, *Literacy, *Reading, Ithaca, New York, Project Literacy.

Provided in this report are complete texts of the papers presented at the first research planning conference of "Project Literacy." The central theme of each paper is basic research and/or curriculum development in areas of education relevant to the acquisition of reading skills. Titles of the 12 papers presented are (1) "Arousal--Implications for a Learning-to-Read Paradigm," (2) "Acquired Relevance of Cues in Reading--The Learning of Selective Observing Responses," (3) "Systematic Investigation of Certain Variables Basic to the Development of Effective Instructional Sequences in Reading," (4) "Reading As a Motor Skill--A Mediation Model," (5) "Stimulus Factors in Literacy--Graphic Communication, Verbal and Nonverbal," (6) "Reading As a Perceptual Skill," (7) "Neurophysiology of Recognition and Intersensory Aspects of Reading," (8) "Eidetic Imagery in Children--Summary of Research," (9) "Research Plans and Preliminary Results Relevant to Project Literacy," (10) "Comprehension with Use of Phonic Teaching Methods," (11) "Suggestions for Research on the Use of the Child's Knowledge of Spoken Language in the Teaching of Reading and Writing," and (12) "Eleven Hypotheses in Search of a (Cognitive) Method--Notes on Seminar Talk." (JH)

30. ED 010 308
Report of the Second Research Planning Conference Held under the Auspices of Project Literacy in Chicago, Illinois, August 6-8, 1964--Project Literacy Reports, No.2.
By- Levin, Harry and others

Cornell Univ., Ithaca, N. Y.
Report Number CRP-F-034-2
Report Number BR-5-0617-2 Pub Date Sep 64
Contract OEC-4-10-113
EDRS Price MF-$0.50 HC-$3.00 58p.

Descriptors- *Cognitive Development, *Language Development, *Literacy, *Reading, Ithaca, New York, Project Literacy.

Provided in this report are complete texts of the papers presented at the second research planning conference of "Project Literacy." The central theme of each paper is basic research and/or curriculum development in areas of education relevant to the acquisition of reading skills. Titles of the 10 papers presented are (1) "Spelling to Sound--Rules and a Model," (2) "Proposal for a Research Program in Written English and Its Relation to Spoken English," (3) "A Proposed Study of Negro and Puerto Rican Speech in New York City," (4) "A Proposal for the Study of the Grammar of Negro English in New York City," (5) "Communication Barriers to the Culturally Deprived," (6) "Prerequisites for Linguistic Studies on the Effects of Dialect Differences on Learning to Read," (7) "Preliminary Outline of Pilot Studies on Relations of Comprehension and Speech in Preschool Children," (8) "Language Skills in the Context of the Child's Cognitive Development," and (10) "The Validity of Pause As an Index of Units in Language." (JH)

31. ED 010 309
Report of the Third Research Conference Held under the Auspices of Project Literacy in Swampscott, Massachusetts, September 25-27, 1964--Project Literacy Reports, No. 3.
By- Levin, Harry and others
Cornell Univ., Ithaca, N. Y.
Report Number CRP-F-034-3
Report Number BR-5-0617-3 Pub Date Nov 64
Contract OEC-4-10-113
EDRS Price MF-$0.50 HC-$3.30 64p.

Descriptors- *Cognitive Development, *Language Development, *Literacy, *Reading, Ithaca, New York, Project Literacy.

Provided in this report are complete texts of the papers presented at the third research planning conference of "Project Literacy." The central theme of each paper is basic research and/or curriculum development in areas of education relevant to the acquisition of reading skills. Titles of the 10 papers presented are (1) "The Child's Acquisition of Grammar," (2) "The Reading Readiness Nursery School," (3) "Some Observations of the Learning Environment of the Child Growing Up in the South End of Boston,"

(4) "Research Plans for Studies of Cognitive Socialization," (5) "Perceptual Discrimination, Social Class, and Age--A Brief Description of Planned Research," (6) "Expansion Training and the Child's Acquisition of Grammar," (7) "Mental Abilities of Children in Different Social Class and Cultural Groups," (8) "The Use of Linguistic Structures in Learning," (9) "Aural and Visual Learning in Children," and (10) "Brief Statement of Research Ideas--Motivational Content Analysis of Primers." (JH)

32. ED 010 310
Report of the Fourth Research Planning Conference Held under the Auspices of Project Literacy in Princeton, New Jersey, December 11-13, 1964--Project Literacy Reports, No. 4
By- Levin, Harry and others
Cornell Univ., Ithaca, N. Y.
Report Number CRP-F-034-4
Report Number BR-5-0617-4 Pub Date Dec 64
Contract OEC-4-10-113
EDRS Price MF-$0.50 HC-$3.05 59p.

Descriptors- *Cognitive Development, *Language Development, *Literacy, *Reading, Ithaca, New York, Project Literacy.

Provided in this report are complete texts of the papers presented at the fourth research planning conference of "Project Literacy." The central theme of each paper is basic research and/or curriculum development in areas of education relevant to the acquisition of reading skills. Titles of the eight papers presented are (1) "Responsive Environments," (2) "An Abstract of Proposed Research Directed toward Developing Self-Instructional Reading Programs," (3) "Empirical Development of a Beginning Reading Skill," (4) "Computer-Based Instruction in Initial Reading," (5) "Beginning Reading--An Eclectic Phonic Approach," (6) "A Framework for the Analysis of Early Reading Behavior," (7) "Effects of Compensatory Preschool Programs," and (8) "Proposal for Study of Various Aspects of Teaching Effectiveness with Children of Differing Characteristics." (JH)

33. ED 010 311
The Analysis of Reading Skill, A Program of Basic and Applied Research--Project Literacy Reports, No. 5.
By- Levin, Harry and others
Cornell Univ., Ithaca, N. Y.
Report Number CRP-X-020-5
Report Number BR-5-0537-5 Pub Date Nov 63
Contract OEC-6-10-028
EDRS Price MF-$0.25 HC-$2.85 55p.

Descriptors- *Cognitive Development, *Language Development, *Literacy, *Reading, Ithaca, New York, Project Literacy.

Provided in this report are complete texts of several research papers related to the analysis of reading skills prepared for "Project Literacy." The central theme of each paper is basic research and/or curriculum development in areas of education relevant to the acquisition of reading skills. Titles of these papers are (1) "Experiments on Four Aspects of Reading Skill and Its Attainment," (2) "Studies for Various Aspects of Reading," (3) "The Comparison of Mediated Perception with Direct Perception," (4) "Notes on Scribbling in Young Children," (5) "Relationships between Written and Spoken English," and (6) "Toward a General Theory of Graphic Communications--I. The Component Perceptuomotor Skills at Different Literacy Levels." (JH)

34. ED 010 312
Report of the Fifth Research Planning Conference Held under the Auspices of Project Literacy in New York, New York, December 10-12, 1965--Project Literacy Reports, No. 6.
By- Levin, Harry and others
Cornell Univ., Ithaca, N. Y.
Report Number CRP-X-020-6
Report Number BR-5-0537-6 Pub Date Jan 66
Contract OEC-6-10-028
EDRS Price MF-$0.50 HC-$3.00 58p.

Descriptors- *Cognitive Development, *Language Development, *Literacy, *Reading, Ithaca, New York, Project Literacy.

Provided in this report are complete texts of the papers presented at the fifth research planning conference of "Project Literacy." The central theme of each paper is basic research and/or curriculum development in areas of education relevant to the acquisition of reading skills. Titles of the seven papers presented are (1) "In Search of Central Nervous System (CNS) Correlates of Reading Skills and Disabilities," (2) "How to Read Without Listening," (3) "Personality and Cognitive Growth," (4) "A Preliminary Outline of Research on Perceptual Correlates of the Impulsivity-Reflectivity Dimension," (5) "Three Approaches to the Problem of Understanding Language Development," (6) "Projected Activities," and (7) "Some Notes on Learning to Read and Learning to Speak." (JH)

35. ED 010 313
Reports of Research in Progress-Project Literacy Reports, No. 7.
By- Levin, Harry and others
Cornell Univ., Ithaca, N. Y.

Report Number CRP-X-020-7
Report Number BR-5-0537-7 Pub Date Sep 66
Contract OEC-6-10-028
EDRS Price MF-$0.50 HC-$4.85 95p.

Descriptors- *Cognitive Development, *Language Development, *Literacy, *Reading, Ithaca, New York, Project Literacy.

Provided in this report are complete texts of several research papers presented for "Project Literacy." The central theme of each paper is basic research and/or curriculum development in areas of education relevant to the acquisition of reading skills. Titles of these papers are (1) "Motivational Content Analysis of Primers," (2) "Outline of Research on the English of Negro and Puerto Rican Speakers in New York City," (3) "Verbal and Visual Elaboration in Paired Associate Learning," (4) "Eidetic Imagery in Children," (5) "Adult-Child Interaction in Preschool Years," (6) "The Child's Knowledge of English Pluralization Rules," (7) "A Study of Selected Grapheme-Phoneme Correspondence Patterns," (8) "On the Interactions of Memory and Perception," (9) "The Role of Pronounceability in Perception of Pseudo-Words by Hearing and Deaf Subjects," (10) "Perceptual 'Chunking' and Storage in Reading Words," and (11) "Sentence Structure and the Eye-Voice Span." (JH)

36. ED 010 330
An Experimental Study of the Group Versus the One-to-One Instructional Relationship in First Grade Basal Reading Programs.
By- MacDonald, James B. and others
Univ. of Wisconsin, Madison Campus, Sch. of Educ.
Report Number CRP-2674
Report Number BR-5-0485 Pub Date 66
EDRS Price MF-$0.25 HC-$2.85 55p.

Descriptors- *Grade 1, *Individual Instruction, *Reading Achievement, *Reading Programs, *Teaching Techniques, Basic Reading, Comparative Analysis, Group Instruction, Madison, Tutoring, Wisconsin.

The relationship of two patterns of instruction to various aspects of beginning reading instruction was studied. These aspects included (1) reading achievement, (2) school-related attitudes, (3) sociometric choices, (4) school-related anxiety, and (5) teacher awareness. The 10 experimental and 10 control groups were pretested with the Metropolitan Readiness and Pintner-Cunningham tests. The experimental treatment consisted of the use of the one-to-one procedure while the control group used the traditional basal reading three-group procedure. Results of the study indicated that no significant differences existed between the two groups in reading achievement, pupil school-related anxiety, or teacher knowledge of pupil achievement. Significant differences favoring the experimental group were found on measures of pupil attitude toward reading and on the pattern of pupil friendship choices. (RS)

37. ED 010 331
A Curriculum for Dropout-Prone Students--Delinquency Study and Youth Development Project.
By- Matthews, Charles V. and others
Southern Illinois Univ., Edwardsville Campus
Report Number HRD-555-A
Report Number CRP-041-A
Report Number BR-5-0086-A Pub Date May 66
Contract OEC-4-10-002
EDRS Price MF-$0.75 HC-$8.00 158p.

Descriptors- *Curriculum Guides, *Disadvantaged Youth, *Dropout Prevention, *Potential Dropouts, *Student Development, Delinquency Prevention, Delinquency Study and Youth Development Project, Demonstration Programs, Edwardsville, Illinois, School Holding Power.

A curriculum guide was prepared for a demonstration program (ED 010 332) with high school students who were considered potential dropouts. Selection was on the bases of (1) intelligence, (2) reading achievement, (3) general achievement, (4) socioeconomic status, and (5) school ajustment. Major emphasis was on providing the students with a sense of pride and accomplishment. Curriculum elements included (1) individualized reading, (2) social understanding, (3) science, and (4) arithmetic. (RS)

38. ED 010 332
A Curriculum Demonstration Program for Dropout-Prone Students--Delinquency Study and Youth Development Project.
By- Matthews, Charles V. Roam, John E.
Southern Illinois Univ., Edwardsville Campus
Report Number HRD-555-B
Report Number CRP-041-B
Report Number BR-5-0086-B Pub Date Aug 66
Contract OEC-4-10-002
EDRS Price MF $0.75 HC-$6.80 134p.

Descriptors- *Demonstration Programs, *Disadvantaged Youth, *Dropout Prevention, *Potential Dropouts, *Problem Children, *Student Development, Delinquency Prevention, Delinquency Study and Youth Development Project, Edwardsville, Illinois, School Holding Power.

A demonstration program was conducted with slow-learning, socially alienated students (potential dropouts). Full-time classes were established for grades 7 to 12, containing special learning units in language arts, social studies, arithmetic, science, industrial arts, home economics, physical education, and work experience. The curriculum content and methodology of the classes were reported in a companion volume (ED 010 331). The experimental (demonstration) group was selected from students judged to be most dropout-prone on the bases of (1) intelligence, (2) reading achievement, (3) general achievement, (4) socioeconomic status, and (5) school adjustment. A matched control group was formed which received neither curricular adjustment, work experience, nor services of nonteaching personnel who worked with the demonstration program. A statistical analysis of data obtained during a 3-year study indicated (1) the program was significantly successful in improving the holding power of school, (2) special reading and arithmetic programs produced significant gains in achievement, and (3) students in the work experience program did not significantly improve in their academic performance when compared with students in the control group. Additional study and revision of the curriculum were recommended. (RS)

39. ED 010 376
Relationship between School-Community Coordinating Procedures and Reading Achievement.
By- Litwak, Eugene and others
Center for Advanced Study in Behavioral Sciences
Report Number BR-5-0355 Pub Date 31 Dec 66
University of Michigan, School of Social Work
Report Number CRP-1796
Contract OEC-3-10-033
EDRS Price HC-$29.20 MF-$2.25 582p.

Descriptors- *Educational Theories, *Performance Factors, *Reading Achievement, *School Community Relationship, *Surveys, Ann Arbor, California, Michigan, Stanford.

The relationship of the school and community to reading achievement was studied by application of "a balance theory of coordination." Interlocking surveys were conducted by administering questionnaires and interviews to a sample of 4,402 people, consisting of children from 18 elementary schools, their parents, their neighbors, and school personnel and teachers. The areas under study included (1) the neighborhood and the family as primary community groups, (2) school-community linkage mechanisms, and (3) bureaucratic organizations (schools) and goal achievement. A summary of major points showed that primary groups, bureaucratic structures, and their linkages must be taken into account if one is to understand the way school-community contact might affect the children's academic performance. (RS)

40. ED 010 380
A Study of Approaches to First-Grade English Reading Instruction for Children from Spanish-Speaking Homes.
By- McCanne, Roy
State Dept. of Education, Denver, Colo.
Report Number CRP-2734
Report Number BR-5-0476 Pub Date 66
EDRS Price MF-$1.25 HC-$13.60 270p.

Descriptors- *Beginning Reading, *Bilingual Students, *Language Arts, *Reading Processes, *Reading Programs, Basic Reading, Colorado, Comparative Analysis, Denver, Grade 1, Language Skills, Linguistics, Skill Development.

Comparisons were made among three approaches to developing English arts skills, particularly in reading, with first-grade children from Spanish-speaking homes. Participating children were randomly given one of three instructional treatments for English reading--(1) basal reading, (2) second language reading, and (3) language-experience reading. It was hypothesized that there would be no difference in these approaches. Each treatment was experimentally administered for 140 school days. With reference to understanding spoken English and to mechanical writing skills, no significant differences were found among the three approaches. Basal reading was favored with reference to reading readiness skills, reading vocabulary, word recognition skills, attitude toward reading, and general reading achievement. Both basal and second language reading were favored with reference to oral vocabulary and reading comprehension. For the skill of writing fluently, both the second language and language-experience approaches were favored. Because of restrictions placed upon the study by teacher and pupil population variables, only tentative conclusions were formulated. (JH)

41. ED 010 381
Effects of Age, Social Status, Sex, and Race upon the Understanding of Word Meanings Independent of Sentence Context.
By- Crockett, Walter H.
Clark Univ., Worcester, Mass.
Report Number HRD-266-65
Report Number BR-5-0697 Pub Date Nov 66
Grant OEG-5-85-081
EDRS Price MF-$0.25 HC-$1.95 37p.

Descriptors- *Individual Differences, *Reading Skills, *Socioeconomic Status, *Verbal Ability, *Word Recognition, Age Differences, Massachusetts, Racial Differences, Sex Differences, Worcester, Word Context Test.

Individual differences which affect the ability to acquire word understanding were investigated. Groups of eight children were administered the "Word Context Test." Twelve different groups were formed by varying grade level (third versus sixth), sex, and socioeconomic status (white middle class, Negro lower status, and white lower status). Middle-class children showed a significantly higher level of verbal output than their low-status counterparts. This was consistent with the differences emphasis placed on verbalization by different social strata. In the adequacy of the solutions that were offered and the level of cognitive processes used, sixth graders performed at a consistently higher level than third graders. Contrary to hypothesis, there were no significant differences between groups from different social strata on any of the measures that were scored. There was a consistent sex difference in the use of word-sentence fusion as a signification process, with girls showing consistently more such responses than boys. (GC)

42. ED 010 404
An Exploratory Study of Reading-Thinking Patterns Among Children of Varying Abilities.
By- Henderson, Edmund H. Long, Barbara H.
University of Delaware, Newark
Report Number BR-5-8075
Report Number CRP-S-374 Pub Date 66
Contract OEC-5-10-440
EDRS Price MF-$0.25 HC-$1.85 35p.

Descriptors- *Concept Formation, *Reading Achievement, *Reading Processes, *Self Concept, *Thought Processes, Cognitive Ability, Creativity, Delaware, Elementary School Students, Gifted, Grade 5, Newark, Pennsylvania, Reading Decisions Test, Yardley.

The relationship between "reading decisions" and each of the following variables was investigated--(1) reading achievement not related to intelligence, (2) independent measures of originality and opinion formation, and (3) the personality characteristics of independence, individualism, and self-esteem. The term "reading decisions" was used to denote individual student recognitions of the possibility of divergent plot outcomes at the beginning and at the midpoint of a story. In this study, measured "recognitions of possibilities" were obtained from a sample of high-ability fifth-grade students before and during their reading of a short story. No significant relationships were found between the students' "reading decisions" and the variables of originality, opinion formation, or personality characteristics. Some significant interactions, however, were found between certain aspects of "reading decisions" and reading achievement corrected for IQ. This finding was replicated using a larger sample population. In a major byproduct of this study, the investigators were able to relate several measures of self-concept to reading achievement relative to arithmetic. Those students with high reading achievement scores (relative to reading achievement corrected for arithmetic) showed better social orientations and appeared to discriminate themselves as being both different and complex. Girls with high reading achievement scores were significantly higher in self-esteem than were boys with high reading achievement scores. (JH)

43. ED 010 424
English for Reluctant Learners, Grades 7-9, English in Every Classroom.
By- Fader, Daniel N.
University of Michigan, Ann Arbor
Report Number BR-5-8413 Pub Date Oct 66
Contract OEC-6-10-313
EDRS Price MF-$0.25 HC-$2.75 53p.

Descriptors- *English Curriculum, *English Instruction, *Motivation Techniques, *Reading Improvement, *Writing Skills, Ann Arbor, Enrichment Programs, Junior High Schools, Michigan, Student Motivation.

A program designed to better motivate average students in reading and writing was added to the curriculum of a junior high school. Based on saturation and diffusion of materials, the program utilized such materials as journals, newspapers, magazines, and theme writing in academic classrooms other than English. The outcome was greater motivation on the part of the student participants, and several implications were apparent. Conclusions were that the approach to literature be social rather than literary, that English teachers have wider latitude in the selection and creation of materials, and that language skills be taught through organic rather than mechanical means. (GD)

44. ED 010 431
Evaluation of the Contribution of Special Programs in the Washington, D. C., Schools to the Prediction and Prevention of Delinquency.
By- Dailey, John T.
George Washington Univ., Washington, D. C.
Report Number BR-6-1811 Pub Date Aug 66
Contract OEC-2-6-061811-0575
EDRS Price MF-$0.50 HC-$3.75 73p.

Descriptors- *Community Role, *Delinquency Prevention, *Delinquent Identification, *Family Role, *Reading Failure, *School Role, Delinquency Causes, District of Columbia, Family Status, Program Evaluation, School Involvement, School Responsibility, Special Services, Youth Problems.

The effect of various antidelinquency school programs was studied using a sample of 1,634 youths, 17 years of age. Eighty percent of the sample were youths referred to juvenile court in 1964-65, and 20 percent were without court records. Data about these youths were obtained from school records. Information from the 1960 census about neighborhood factors was added. The school and community factors most predictive of delinquency rate were (1) school reading level, (2) years of education of adult population, and (3) proportion of adult population with income above $2,000. Findings showed that success of a school was proportional to the types of families it served, almost regardless of such factors as school size, age of building, per pupil expenditure, overcrowding, or class size. In those areas where families were assimilating their children into modern organized society, including some perdominantly Negro neighborhoods, performance in school was good and juvenile crime was minimal. Schools palyed their most important part in delinquency prevention with their regular academic programs, as the best way to reduce delinquency was to reduce the number of students who failed to read adequately in elementary school. (RS)

45. ED 010 514
An Evaluation of the Inductive and Deductive Group Approaches to Teaching Selected Word Analysis Generalizations to Disabled Readers in Eighth and Ninth Grades.
By- Burmeister, Lou E.
Wisconsin Univ., Madison
Report Number BR-5-0216-TR-12 Pub Date Nov 66
Contract OEC-5-10-154
EDRS Price MF-$0.25 HC $2.65 51p.

Descriptors- *Learning Processes, *Phonics, *Pronunciation Instruction, *Structural Analysis, *Reading Instruction, Associative Learning, Cognitive Processes, Grade 8, Grade 9, Logical Thinking, Madison, Reading Research, Research and Development Centers, Teaching Techniques, Wisconsin, Word Recognition.

The relative effectiveness of inductive and deductive approaches to the instruction of word analysis tasks was studied. A number of phonic and structural analysis generalizations, applied to the pronunciation of words above the primary level in difficulty, were presented to eighth- and ninth-graders of average mental ability but who were weak in word analysis. Results indicated that both experimental groups, inductive and deductive, differed on total mean scores from a control group. The experimental groups were superior in oral reading but not in silent reading. (GD)

46. ED 010 532
A Reading Program for Mexican-American Children. First Interim Report.
By- Amsden, Constance
California State College at Los Angeles
Report Number BR-5-0559
Report Number HRD-374 Pub Date Oct 66
Contract OEC-6-85-070
EDRS Price MF-$0.75 HC-$7.95 157p.

Descriptors- *Bilingual Schools, *Mexican Americans, *Reading Achievement, *School Community Programs, *Speech Improvement, Academic Achievement, Autoinstructional Methods, California, Cultural Awareness, Individualized Programs, Language Research, Los Angeles, Parent Participation, Self Concept.

A preliminary developmental program in beginning reading was established for Mexican-American children in an East Los Angeles school. The program was designed to develop oral language skills and to reinforce traditional cultural values in the Mexican-American community. Baseline data were obtained on both reading achievement and oral language development. In addition, independent studies were undertaken of (1) the Spanish language proficiency of the children and (2) Spanish influence on the children's oral English. A continuing emphasis on parent participation, individualized instruction, self-instruction, and cultural awareness was recommended to assure the children's academic progress and to develop their senses of identity and self-esteem. (JH)

47. ED 010 602
Effect of a Special Program in Literature on the Vocabulary and Reading Achievement of Second Grade Children in Special Service Schools.
By- Cohen, Dorothy H.
New York Univ., N. Y., Sch. of Education
Report Number CRP-S-254
Report Number BR-5-8034 Pub Date 66
EDRS Price MF-$0.75 HC-$9.50 188p.

Descriptors- *Comprehension Development, *Literature Programs, *Reading Achievement, *Story Reading, *Vocabulary Development, Child Development, Curriculum Enrichment, Disadvantaged Youth, Free Association Vocabulary Test, Grade 2, Metropolitan Reading Achievement Test, New York, New York City, Reading Programs, Special Schools, Teacher Improvement, Teaching Methods.

A special program of literature and accompanying activities was introduced into the curriculum of disadvantaged second-grade children to cause significant measurable improvement in the vocabulary and reading achievement of these children. Seven special-service elementary schools in New York City provided the research setting. At the beginning of the research, 580 second-grade children were administered the Free Association Vocabulary Test and the Metropolitan Reading Achievement Test, upper primary, grade 2. Experimental and control classes were set up on a random basis. For the experimental classes, teachers were asked to read a story every day of the school year from specially selected books. These stories were introduced in an order of increasing difficulty and were each accompanied by followup activities designed to enhance comprehension. Stories read to the control classes were introduced only as an occasional treat and followed no specified pattern. Post-tests administered at the end of the academic year yielded suitable data from 285 pupils. Analyses of covariance led to the conclusion that oral language correlates with reading, and both can be significantly improved by regular exposure to stories read aloud. One of the implications of the research was that teachers, especially teachers of the disadvantaged, must be familiar with children's literature suitable to the age and stage of development of the children they are teaching. (JH)

48. ED 010 606
The Effectiveness of Emphasizing Reading Skills in an English Course for Underachievers.
By- Emans, Robert
Chicago Univ., Ill.
Report Number CRP-S-252
Report Number BR-5-8383 Pub Date 66
EDRS Price MF-$0.50 HC-$3.95 77p.

Descriptors- *English Instruction, *High School Students, *Reading Instruction, *Reading Skills, *Underachievers, Chicago, English Curriculum, Illinois, Reading, Reading Achievement, Reading Comprehension, Reading Programs.

Specially adjusted English courses for underachieving students in grades 10 through 12 were specifically designed to emphasize reading skills. A 15-student sample was divided into one experimental and two control groups and was matched on IQ, reading achievement, and grammar. The data were gathered over a period of 1 academic year, and the following hypotheses were tested--(1) emphasis on reading will be related to greater achievement in reading skills, (2) consequent reduction of grammar and essay writing for the sample group will not significantly impede achievement in these areas when compared with the control groups, and (3) students taking a course adjusted to their needs will express more positive attitudes toward learning than those students in unadjusted courses. After comparing the post-tests to the pre-tests, the author found that the experimental group made substantial gains in reading skills, and the two control groups also made gains but in smaller amounts. None of the groups made gains in comprehension. There was no significant difference among the three groups in both grammar and essay writing even though the experimental group received no instruction in this area. The experimental group's attitude toward learning was not improved, and in effect became hostile. The author suggested that, if some meaningful demonstration of the real progress made by the experimental group could be effected, the group would not feel singled out as "dumb" and would possibly evince a more positive attitude toward learning. The author concluded that such a specially designed English course which does not single out the underachiever as being different or unusual could be successfully implemented. (PM)

49. ED 010 615
Factors Affecting Learning to Read.
By- Hayes, Robert B. Wuest, Richard C.
Pennsylvania State Dept. of Pub. Instr., Harrisburg
Report Number BR-5-0572
New Castle Area Schools, Pa.
Report Number CRP-3124 Pub Date Dec 66
Contract OEC-6-10-122
EDRS Price MF-$0.75 HC-$8.20 162p.

Descriptors- *Basic Reading, *Learning Processes, *Linguistic Patterns, *Reading Achievement, *Reading Programs, Academic Ability, Comparative Analysis, Early to Read, Filmstrips, Grade 2, Harrisburg, Initial Teaching Alphabet, Intelligence Quotient, Literature, Longitudinal Studies, New Castle, Pennsylvania, Phonics, Phonics and Word Power, Reading Instruction, Scott Foresman Basal Reader, Stanford Achievement Tests, Textbooks.

Four different reading programs were evaluated using 302 second-grade pupils who had participated in the same programs in grade 1. In addition to the study conducted in the second grade, a pilot study was continued into grade 3, and a modified version of the grade 1 study was made again in grade 1. The four reading programs involved were--(1) a "whole-word," ability grouping, eclectic, basal approach of Scott, Foresman, 1960 edition, (2) the preceding approach supplemented by a phonics workbook, "Phonics and Word Power," published in 1964 by American Education Publications, (3) the phonic, filmstrip, whole-class approach, published in 1963 by J. B. Lippincott Company, and (4) the 1964 "Early to Read," ability grouping program of I.T.A. (Initial Teaching Alphabet) Publications, Inc., followed by the "Treasury of Literature Series," published in 1960 by Charles E. Merrill Books, Inc. In three of five Lippincott classes, two of five I.T.A.-Merrill classes, two of five "Phonics and Word Power" classes, and none of four Scott, Foresman classes, 50 percent or more pupils achieved at least one-half above their predicted levels. It thus appeared that the first three reading programs enabled pupils to achieve higher reading scores (as measured by the Stanford Achievement Tests). In terms of effectiveness with ability groups, the Scott, Foresman approach appeared to be particularly effective with pupils of low IQ, the Lippincott program with those of average IQ, and both the Lippincott or I.T.A. programs with those of high IQ. All results of the study were viewed as tentative. (JH)

50. ED 010 644
A Study of the Relative Effectiveness of Three Methods of Teaching Reading in Grade One.
By- Hahn, Harry T.
Oakland County Schools, Pontiac, Mich.
Report Number CRP-2687
Report Number BR-5-0491 Pub Date 65
EDRS Price MF-$0.50 HC-$4.30 84p.

Descriptors- *Beginning Reading, *Grade 1, *Orthographic Symbols, *Reading Comprehension, *Reading Programs, Basic Reading, Michigan, Pontiac, Reading Development, Reading Instruction, Spelling.

The relative effectiveness of three approaches to beginning reading was studied. The three approaches were (1) Pitman's Initial Teaching Alphabet approach (ITAA), (2) a modified language arts approach with traditional orthography (LAA), and (3) a basic reader approach (BRA). Two interrelated problems were also treated in this study--(1) the effectiveness of the ITAA which was designed to provide a simple and more reliable alphabet for children and (2) the importance of focusing attention on children's own thoughts and ideas to develop self-confidence in reading. The study was conducted in 13 school districts in Michigan, with each district divided into three sections, each using one approach. The students were pretested and after 140 days of instruction were post-tested, and the treatments were compared. Interpretation of the test results showed that no one approach was consistently superior. There were, however, different levels of accomplishment among the three approaches--(1) ITAA and LAA children developed larger reading vocabularies and more effective use of their potential of word analysis, (2) LAA children made more effective use of their intelligence in paragraph comprehension, (3) ITAA children developed a broader range of skills for recognizing isolated words, and (4) LAA and BRA children were better spellers. The investigator concluded that, while a final, positive evaluation of ITAA could not be drawn from this study, the emphasis on starting with thoughts and ideas of children did produce eager learners in the classroom. (PM)

51. ED 010 670
Development of Inter-American Test Materials.
By- Manuel, Herschel T.
Texas Univ., Austin
Report Number CRP-2621
Report Number BR-5-1017 Pub Date Dec 66
Contract OEC-5-1017
EDRS Price MF-$0.50 HC-$5.55 109p.

Descriptors- *English, *Pretesting, *Reading Comprehension, *Spanish, *Test Construction, Austin, Inter American Tests, Texas.

Two new tests were developed in the Inter-American Test Series in parallel English and Spanish editions. A preschool test was added to the tests of general ability and a level 1 test added to the tests of reading. Also the Spanish editions of some earlier tests were revised and additional interpretative materials developed. The author believed that the norms of the tests already constructed should be strengthened by additional testing of reference groups. Related reports are ED 001 702 and ED 003 857. (TC)

52. ED 010 688
Some Sources of Reading Problems for Negro Speakers of Non-Standard English.
By- Labov, William
Pub Date 5 Mar 66
EDRS Price MF-$0.25 HC-$2.10 40p.

Descriptors- *Culturally Disadvantaged, *Educational Problems, *Negroes, *Puerto Ricans, *Reading, English, Grammar, Nonstandard Dialects, Phonology, Sociolinguistics.

An attempt is made to supply a systematic basis for the study of the English of Negro and Puerto Rican children and factual information so that teachers and text writers can design their efforts with these systems in mind. The two basic types of problems are (1) ignorance of standard English rules on the part of speakers of nonstandard English, and (2) ignorance of nonstandard English rules on the part of teachers and text writers. The author considers the first-priority problem to be the ability to read and comprehend. He summarizes the phonological and grammatical features found generally in Negroes' speech and the consequences of these problems for the teaching of reading. The most serious difficulty results from the deviation of the underlying grammatical structure of nonstandard speech from that of standard English. (KL)

53. ED 010 843
A Study of Selected Spelling-to-Sound Correspondence Patterns.
By- Venezky, Richard L. Weir, Ruth H.
Stanford Univ., Calif.
Report Number CRP-3090
Report Number BR-5-0454 Pub Date 66
EDRS Price MF-$0.50 HC-$4.85 95p.

Descriptors- *Linguistic Patterns, *Models, *Pronunciation, *Reading Research, *Spelling, Graphemes, Orthographic Symbols, Phonemes, Reading Processes, Stanford.

A linguistic model was developed for relating spelling to sound and to explore those facets of English orthography which might relate to the reading process. A detailed analysis of the basis of the orthography was made which included discussions of the grapheme-phoneme parallel, relational units, markers, and graphemic alternations. Revisions and extensions were made to formulate this ideal system for translating from spelling to sound, based on an original group of 20,000 words. Tentative implications pointed to the possibility of teaching various pronunciations not by the simple-sequence method where variant pronunciations are presented sequentially, but by offering all the different pronunciations at once, working with pairs of words which show the different pronunciations. It was felt that the potential generalization derived from this differentiation approach should effect better results than the simple-sequence method. (GD)

54. ED 010 853
Relationships between Learning and Semantic and Formal Similarity.
By- Bohm, Audrey M.
San Francisco State Coll., Calif.
Report Number CRP-S-241 Pub Date 66
EDRS Price MF-$0.25 HC-$1.55 29p.

Descriptors- *Associative Learning, *Learning Theories, *Paired Associate Learning, *Reading Instruction, *Word Recognition, Instructional Materials, Learning Processes, Patterned Responses, Perception, San Francisco, Semantics, Verbal Ability.

An experiment was designed to test the hypothesis that, with material of high meaningfulness, the semantic dimension of synonymity (battle-fight) will have greater impact on the learning process than the dimension of formal similarity (battle-bottle). The learning materials consisted of four lists of 12 pairs of twosyllable words. They were presented to 120 subjects from introductory psychology courses who were unfamiliar with paired-associate verbal learning, and the effort of the pair relationships on learning was analyzed. The most important finding was the consistent facilitating effect of the formal relationship for both familiar and unfamiliar materials. Within the context of the classroom, the findings indicated that certain learning materials might be learned more easily if a formal rather than a meaningful relationship is utilized. (GD)

55. ED 011 065
Programed Reading Instruction for Culturally Deprived Slow Learners.
By- Malpass, Leslie F. and others
MacDonald Training Ctr. Foundation, Tampa, Fla.
Report Number BR-6-8438 Pub Date Aug 66
Contract OEC-2-7-068438-0069
EDRS Price MF-$0.25 HC-$2.35 45p.

Descriptors- *Basic Reading, *Culturally Disadvantaged, *Programed Instruction, *Reading Instruction, *Slow Learners, Beginning Reading, Disadvantaged Youth, Primary Education, Programed Materials, Programed Texts, Tampa, Teaching Machines, Vocabulary Development, Workbooks.

The effectiveness of programed instructional materials for teaching basic reading skills to slow-learning, culturally-deprived, 6 to 9 year-old children was evaluated. The materials studied had been evaluated previously with educable mentally retarded subjects, 10 to 16 years of age. The study was made to determine what modifications of these materials would be needed for use with the younger students. The 45 children were divided into one control group taught by traditional classroom techniques and two experimental groups, one taught by machine and one taught using programed workbooks. Each group received the same list of words selected by the authors. At the end of the experiment, the children were tested for vocabulary improvement. The scores of each group were statistically compared with every other group. The results showed a statistically significant improvement in vocabulary gain for the machine-taught group over the control group and for the workbook-taught group over the control group, but no significant difference was found between the machine-taught and the workbook-taught groups. The authors concluded that programed instructional materials tend to increase reading skills and are feasible for use with the population sampled. (LB)

56. ED 011 090
Field Test and Evaluation of Selected Adult Basic Education Systems.
Greenleigh Associates Inc., New York, N.Y.
Pub Date Sep 66
EDRS Price MF-$1.00 HC-$11.10 220p.

Descriptors- *Evaluation, *Illiterate Adults, *Literacy Education, *Reading Programs, *Reading Skills, Achievement Tests, Adult Teaching, California, Dropouts, Intelligence Tests, Learning to Read and Spell, Literacy Materials, Mott Basic Language Skills Program, New Jersey, New York City, Reading in High Gear, Reading Speed, Research, Systems for Success, Teaching Quality, Welfare Recipients, Word Study Skills.

In a large-scale field test with functionally illiterate adults, this project evaluated four reading systems--learning to read and spell, reading in high gear, Mott Basic Language Skills Program, and systems for success. Testing was conducted in seven communities in New York, three in New Jersey, and five in California, providing a mixture of rural and urban residents and diverse ethnic groups. The participants in each state were welfare recipients, 18 years or over, not in school, and below the fifth-grade reading level. Each control group contained 125 participants similar in literacy level and other respects to experimental groups. The small size of control groups made results inconclusive. The variable was level of teacher preparation--trained teachers (preferably experienced in adult education), college graduates, or high school graduates. Criteria for evaluating reading systems were (1) short-term change in reading level, (2) ability to qualify for occupational training or available job opportunities, (3) ability to meet adult responsibilities, (4) highly teachable systems, requiring least possible skill, plus capacity to withstand poor teaching, (5) flexibility in accommodating learners with varying literacy levels and educational backgrounds, (6) level of interest, (7) feasibility, and (8) contribution to the positive education and social experience of learners. Thirty-nine references were included. (LY)

57. ED 011 317
Bibliography on Reading. Supplement I.
Harvard Univ., Cambridge, Mass.
Report Number BR-5-0215-17 Pub Date Jul 66
Contract OEC-5-10-239
EDRS Price MF-$0.25 HC-$0.80 14p.

Descriptors- *Beginning Reading, *Bibliographies, *Literacy, *Reading Ability, *Reading Instruction, Basic Reading, Cambridge, Initial Teaching Alphabet, Linguistics, Predictive Measurement, Programed Instruction, Reading Achievement, Reading Difficulty, Reading Readiness.

This supplementary bibliography contains materials on various aspects of reading ability and reading instruction. Unannotated references are provided to 110 documents dating mainly from 1960 to 1966. Research reports, journal articles, conference papers, and unpublished manuscripts are listed. Subject areas included are (1) basal reading, (2) the initial teaching alphabet, (3) linguistics and reading, (4) programed reading, (5) reading readiness and achievement, (6) causes and corrections for reading difficulties, (7) prediction of reading ability, (8) beginning reading, and (9) literacy training. (JH)

58. ED 011 582
Reading Research--What, Why, and for Whom.
By- Levin, Harry
Report Number BR-5-0537-1 Pub Date Feb 66
Contract OEC-6-10-028
Document not available from EDRS

Descriptors- *English, *Linguistics, *Literacy, *Reading Processes, *Reading Research, *Research Methodology, American Educational Research Association (AERA), Basic Skills, Curriculum Development, Interdisciplinary Approach, National Conference on Research in English, Project Literacy, Reading Development, Reading Skills, Skill Development, Teaching Methods.

The bases of reading research and the fundamental processes of reading were presented. Following an overview of research in reading from about 1916 to the present, the author defined reading as a basic but complex skill, and examined some components which make up the skill. Identification of the process of reading was described in terms of the linguistic method of teaching reading which describes written language as a rendition, or a code, of spoken language. Various aspect of the decoding process used by children in acquiring reading skill were discussed. The author shows that the empirical design for most reading research of the past has been the comparison of two or more teaching methods, a design he believes to be contentious, costly, and uninformative. An alternative approach for developing and evaluating reading curriculums was suggested that included the following steps-- (1) an initial approximation to the curriculum, (2) informal observation and manipulation, (3) a revision, followed by more formal, category-directed observation, and (4) revision again with large-scale testing and intensive observation. The objectives and initial activities of project literacy were discussed. The program was described as an interdisciplinary approach to curriculum development, combining classroom research with laboratory experimentation. This paper was published in "Elementary English," February 1966. (JH)

59. ED 011 583
Project Literacy, Coding Unit 1966. A Cognitive Approach to Reading Readiness--Coding Games.

By- Levin, Harry
Report Number BR-5-0537-2 Pub Date 66
Contract OEC-6-10-028
EDRS Price MF-$0.25 HC-$2.35 45p.

Descriptors- *Beginning Reading, *Codification, *Curriculum Guides, *Literacy, *Reading Instruction, Aural Stimuli, Curriculum Development, Ithaca, Kindergarten, Linguistic Patterns, Pictorial Stimuli, Project Literacy, Reading Development, Reading Games, Reading Processes, Reading Programs, Reading Readiness, Symbolic Language.

A new curriculum of coding games was developed for beginning readers. The curriculum's content emphasized teaching the child to decode letters into sounds that represent language. The purpose was to show the child the reasonableness of the relationship between writing and speech. The coding games began with an emphasis on language and the various codes that can be used to stand for language. Pictures and picture-symbols were used to introduce written codes. The games were completed with an introduction to the use of alphabetic code (to supplement ability to communicate with simple written symbols). The curriculum was tried out in two kindergarten classes. The results achieved by use of this curriculum were evaluated by interviews with individual children. Although only one child knew a letter stands for a sound, the children understood that codes stand for language and could handle codes effectively. Followup recommendations, as well as an outline of the curriculum itself, were presented in the report. The curriculum was developed as part of "Project Literacy," a comprehensive research program in areas of education relevant to the acquisition of reading and writing skills. (JH)

60. ED 011 584
Data Gathering in the First Grade Project, Project Literacy.
By- Biemiller, Andrew
Report Number BR-5-0537-3 Pub Date 66
Contract OEC-6-10-028
EDRS Price MF-$0.25 HC-$2.55 49p.

Descriptors- *Curriculum Evaluation, *Evaluation Techniques, *Literacy, *Observation, *Reading Instruction, Data Sheets, Grade 1, Project Literacy, Reading Programs, Reading Research, Writing.

Methods to be used for evaluating a new first-grade curriculum in reading and writing were presented. The curriculum was developed as part of "Project Literacy," a comprehensive research program in areas of education relevant to the acquisition of literacy skills. Interrelated topics of the curriculum included reading (books, magazines, and general written material), basic sentence construction, coding games, audiovisual discrimination, alphabet learning, correspondences, and handwriting. Forms and schedules were designed for use in reporting the observations and assessments that were to be made to gather data relevant to two problems--(1) the relevancy and effectiveness of the various curriculum topics for learning to read, and (2) the effectiveness of the particular procedures and materials employed for teaching the curriculum topics. The "observation" forms were described under three broad categories--those concerned with attention, those concerned with teacher-child interaction and child performance, and those concerned with a general description of the classroom activities. The "assessment" forms were designed for evaluation of classroom worksheets, brief classroom checks on individuals, testing of groups, and testing of individuals. (JH)

61. ED 011 585
A Pre-Reading Unit on the Rationale for Coding Speech into Writing.
Report Number BR-5-0537-4 Pub Date 10 Sep 66
Contract OEC-6-10-028
EDRS Price MF-$0.25 HC-$1.65 31p.

Descriptors- *Literacy, *Prereading Experience, *Reading Instruction, *Teaching Guides, *Written Language, Codification, English, Grade 1, Kindergarten, Language Patterns, Project Literacy, Speech, Symbolic Language, Units of Study (Subject Fields).

This unit guide was designed for demonstrating to the prereader that writing is a code for speech and that letters are symbols for sounds made in speech. It was developed as a prereading unit under "Project Literacy," a basic research and curriculum development program in areas of education relevant to the acquisition of literacy skills. The lessons of the unit were developed in progressive sequences for allowing the child to form concepts of a variety of communication modes. It was anticipated that the participating child would develop understandings of (1) the arbitrary nature of written language, (2) the importance of sentence ordering to meaning, (3) the left-right orientation used in reading the English language, and (4) the necessity for correctly positioning letters. The unit was designed for use in the second semester of kindergarten or in the first semester of grade 1. (JH)

62. ED 011 586
Handwriting, Exploration of Handwriting Skills with Head Start Children.
Report Number BR-5-0537-8 Pub Date 13 Jul 66
Contract OEC-6-10-028
EDRS Price MF-$0.25 HC-$0.90 16p.

Descriptors- *Handwriting, *Handwriting Instruction, *Literacy, *Teaching Guides, *Writing, Achievement, Classroom Games, Grade 1, Handwriting Skills, Kindergarten, Project Head Start, Project Literacy, Skill Development, Units of Study (Subject Fields).

Recommendations are given for starting children on learning handwriting skills. From observations made of some 5-year-old children in Project Headstart, the author developed the described procedures "to get children writing legibly but not necessarily beautifully as soon as possible." Some of the subjects discussed were (1) best size of letters for children to make when starting to write, (2) teaching children not to start letters from the bottom of the writing space which causes some letters to be inverted such as "m" for "w", (3) use of finger tracing of letters to help children learn better forms and rhythm in letter formation, (4) a 6-day sequence for teaching letter formation, (5) a method for evaluating handwriting progress, (6) techniques for identifying the left-or right-handed child, and (7) samples of lessons, games, and activities that could be used in the first week of handwriting instruction. This material was developed as part of "Project Literacy," a basic research and curriculum-development program in areas of education relevant to the acquisition of literacy skills. (JH)

63. ED 011 587
Correspondence Group - Sequence and Rationales.
By- Weber, Rose-Marie Sadoff, Barbara H.
Report Number BR-5-0537-9 Pub Date 15 Jul 66
Contract OEC-6-10-028
EDRS Price MF-$0.25 HC-$0.45 7p.

Descriptors- *Beginning Reading, *Literacy, *Phonemes, *Phonics, *Pronunciation, *Reading Instruction, Educational Strategies, English, Linguistic Patterns, Project Literacy, Sequential Approach, Speech, Vowels, Written Language.

A sequential, instructional strategy was presented for decoding letters into sound. The strategy was intended to complement instructional programs in beginning reading. Letter-sound correspondences and concepts were provided for all letters of the alphabet as they might occur in varying positions to form English words. Of the vowels, only two values were explicitly presented, short and long. The program was prepared as part of "Project Literacy," a basic research and curriculum development effort in areas of education relevant to the acquisition of literacy skills. (JH)

64. ED 011 588
Summary of the Project Literacy Curriculum Writing Seminar.
Cornell Univ., Ithaca, N.Y.
Report Number BR-5-0537-10 Pub Date 66
Contract OEC-6-10-028
EDRS Price MF $0.25 HC-$0.95 17p.

Descriptors- *Basic Skills, *Beginning Reading, *Conferences, *Fused Curriculum, *Literacy, *Reading Instruction, Classroom Environment, Curriculum Enrichment, Handwriting Skills, Integrated Curriculum, Ithaca, Listening Skills, Phonics, Project Literacy, Reading Readiness, Reading Skills.

A conference was held to improve and expand a fused curriculum in beginning reading. The curriculum had been developed and tentatively evaluated as part of "Project Literacy," a basic research and curriculum development program in areas of education relevant to the acquisition of literacy skills. The focus of the curriculum was on a total literate environment for developing not only the child's basic reading skills, but his handwiritng, phonics, and listening skills as well. The topics explored and developed in the conference were--(1) code mediums for relating written language to speech, (2) methods for determining and insuring reading readiness in preschool programs, (3) abilities needed by young children before beginning formal reading instruction, (4) learning letter and sound correspondences, (5) approach to and sequencing of handwriting instruction, (6) choosing and preparing reading materials, (7) classroom organization and ability grouping, (8) combining counting, sorting, and matching, size conceptualization, and other learnings with reading, (9) overall goals of reading instruction, and (10) the use of technical aids in the classroom. A related report is ED 011 589. (JH)

65. ED 011 589
Project Literacy, Summary of First Grade Study, 1965-1966.
By- Robinson, Joanne A.
Report Number BR-5-0537-11 Pub Date 66
Contract OEC-6-10-028
EDRS Price MF-$0.50 HC-$6.25 123p.

Descriptors- *Basic Skills, *Beginning Reading, *Fused Curriculum, *Literacy, *Reading Programs, Classroom Environment, Curriculum Guides, Grade 1, Handwriting Skills, Instructional Innovation, Integrated Curriculum, Interdisciplinary Approach, Listening Skills, Phonics, Program Evaluation, Project Literacy, Reading Skills.

An innovative, beginning-reading program was evaluated during a 1-year period of classroom research activity. The program had been developed as a part of "Project Literacy," a basic research and curriculum development effort in areas of education relevant to the acquisition of literacy skills. The evaluation was conducted in a first-grade classroom containing a heterogeneous group of 23 children. Children's own stories, teacher's sentences, trade books, textbooks, messages from one child to another, bulletin-board titles, worksheets, riddles, crossword puzzles, and stories composed by the "Project Literacy" staff were used to allow the child the full range of sampling necessary for reading in various situations. A letter phonics program was integrated with the reading instruction for the slower-moving readers. To create a literate environment, which was the program's first objective, such items as a message board, a tape recorder, and an electric typewriter were provided. No sharp demarcation was made among the activities of reading, listening, and writing. During each of the instructional periods, these activities were interspersed among subgroups of children. All of the participating children learned to read. Even the slower readers were reading comfortably at a first-grade level at the year's end, and most were reading above grade level. A second-year program with two first-grade classrooms was planned. A related report is ED 011 588. (JH)

66. ED 011 590
An Experimental Approach to the Teaching of Oral Language and Reading.
By- Stemmler, Anne
Report Number BR-5-0249-1 Pub Date 66
Contract OEC-6-10-108
Document not available from EDRS

Descriptors- *Instructional Innovation, *Models, *Oral Communication, *Reading Instruction, *Spanish Speaking, Austin, Reading Failure, Reading Improvement, Student Needs, Teacher Qualifications.

The construction of an approach for systematically developing and interrelating oral language and reading behaviors was based on a research study of language development and reading wholly concerned with the educationally disadvantaged, Spanish-speaking child in Texas. The approach was developed from a study of a particular group of children having a high incidence of reading failure, and was offered as a method of identifying and organizing essential elements into a conceptual framework from which to develop a program for teaching beginning reading. It was stressed that in selecting any approach to the teaching of reading, including this approach which combines a self-concept program and a science program, the choice should be based on the needs of the target population and the qualifications of the teachers who will apply the approach. This paper was published in "Harvard Educational Review," Winter, 1966. (GD)

67. ED 011 608
Administering the POSR to Lower Class Children.
By- Whitesides, Sheila
Report Number BR-5-0249-20 Pub Date 29 Nov 65
Report Number M-4
Contract OEC-6-10-108
EDRS Price MF-$0.25 HC-$0.35 5p.

Descriptors- *Language Handicaps, *Lower Class, *Mexican Americans, *Student Teachers, *Student Testing, *Testing Problems, Austin, English, Socioeconomic Status, Spanish, Spanish Speaking.

A questionnaire was used for obtaining a rating of junior-teachers from their pupils in a grade school where the children were of Latin-American descent and from a low socioeconomic status. The questionnaire that had been used before with middle-class children in two other schools consisted of 40 questions requiring "Yes" or "No" answers. The investigator found that the first- and second-grade children had not been tested before in any way. They could not understand directions. Instructions to circle the correct answers confused them, and they could not follow the questions when spoken in English. For the first two grades, questions had to be read first in English and then in Spanish. Some words and concepts used in the test appeared to be too advanced for the majority of the students tested in grades 1-6. The investigator concluded that (1) reading questions in both English and Spanish may help at all grade levels and (2) Spanish-speaking persons can elicit more cooperation from the pupils, and, perhaps, more honesty in the answers than an Anglo. (AL)

68. ED 011 611
Developmental Sociolinguistics--Inner City Children.
By- Entwisle, Doris R.
Johns Hopkins Univ., Baltimore, Md.
Report Number BR-6-1610-1 Pub Date May 67
Grant OEG-2-7-061610-0207
EDRS Price MF-$0.25 HC-$2.30 44p.

Descriptors- *Environmental Influences, *Language Development, *Sociolinguistics, *Urban Slums, *Verbal Development, Associative Learning, Baltimore, Culturally Disadvantaged, Intelligence Level, Interviews, Language Ability, Socioeconomic Status.

The word associations of urban slum children, both Negro and white, were studied to determine what impact extreme socioeconomic status differences have on language development. This study of children from the lowest extreme of the socioeconomic scale was made as a followup to an earlier study of children representing various cultural and socioeconomic clusters. Data were gathered from 541 children enrolled in public elementary schools in Baltimore City, Maryland because it had been observed previously that race-of-interviewer affected the children's responses, the entire design was replicated four times (Negro interviewer with white children, Negro interviewer with Negro children, white interviewer with white children, white interviewer with Negro children). No child was interviewed more than once. The principle measure of linguistic development was the number of word responses that matched previously determined paradigms, such as, the response to "go" is "run." First-grade white slum children were found to be more advanced linguistically than suburban children of similar IQ. Further, even though Negro first-grade slum children are not as advanced as white slum children, they are probably as mature linguistically as white suburban children of the same intelligence level. The relative advancement of first-grade slum children disappears by third grade, and they lag behind suburban children at ages 8 and over. This suggests that the degree of urbanization may strongly affect verbal development. In analysis of the race-of-interviewer factor, it was found that more mature responses are made by children when they are responding to an interviewer of a different race than their own. (AL)

69. ED 011 612
Subcultural Differences in Children's Language Development.
By- Entwisle, Doris R.
Johns Hopkins Univ., Baltimore, Md.
Report Number BR-6-1610-2 Pub Date May 67
Grant OEG-2-7-061610-0207
EDRS Price MF-$0.25 HC-$1.55 29p.

Descriptors- *Environmental Influences, *Language Development, *Rural Urban Differences, *Sociolinguistics, *Verbal Development, Baltimore, Culturally Disadvantaged, Interviews, Language Ability, Linguistics, Racial Differences, Socioeconomic Status.

Patterns of the linguistic development of children of different socioeconomic environments were determined by a study of word associations. The relation of residential area, social class, or subcultural group membership to linguistic development was the main concern of the study. Each membership group was further categorized according to IQ level, sex, and grade. Groups were compared by holding constant age and IQ. The word associations were obtained in response to a list of 96 stimulus words. Each child was interviewed alone, and was asked to respond with the first word thought of as the interviewer said a word aloud. Results of the study support the following conclusions--(1) there are negligible differences between suburban children from upper middle class and blue collar neighborhoods, (2) rural Maryland children tend to develop more slowly than the suburban children, especially those whose IQ is average or below, (3) Amish children develop even more slowly than the rural Maryland children, and (4) white slum children are advanced compared to suburban children at first grade, but retarded at third grade. Negro slum children are generally behind white slum children, but at first grade the Negro slum children are on a par with white suburban children. (AL)

70. ED 011 613
An Exploratory Study of Non-English Speaking Homes and Academic Performance.
By- Fennessey, James
Johns Hopkins Univ., Baltimore, Md.
Report Number BR-6-1610-3 Pub Date May 67
Grant OEG-2-7-061610-0207
EDRS Price MF-$0.25 HC-$2.55 49p.

Descriptors- *Culturally Disadvantaged, *Ethnic Groups, *Language Development, *Puerto Ricans, *Spanish Speaking, Baltimore, Cultural Background, Disadvantaged Groups, Educationally Disadvantaged, Equality of Educational Opportunity, Language Handicaps, Non English Speaking.

The language-related difficulties of Puerto Rican children in New York public schools were studied by a reanalysis of data previously collected in a U.S. Office of Education (USOE) survey. This Spanish-speaking ethnic group was studied to answer two questions--(1) what is the relationship between language spoken in the home and other aspects of ethnic background, and (2) what differences are present at several different grade levels in vocabulary test scores of Puerto Rican children from contrasting, home-language backgrounds. Analysis of the data was made difficult by the apparent presence of a substantial amount of response errors on some important interview questions. Tentative conclusions suggested by the analysis were (1) the language pattern is not very closely linked with other attributes of Puerto Rican ethnic background, (2) when some background variables that are confounded with the language pattern are taken into account, there is little difference between the average test scores of the children from Spanish-English homes and the English-only homes, except at grade 1. The author recommends further research to reexamine the conclusions of the USOE study used for this project and the conclusions of similar survey data collected from disadvantaged elementary school pupils. (AL)

71. ED 011 952
Words Vs. Pseudo Words. Studies of Oral Reading, I.
By- Levin, Harry Biemiller, Andrew J.
Report Number BR-5-0617-5 Pub Date 65
Contract OEC-4-10-113
EDRS Price MF-$0.25 HC-$1.15 21p.

Descriptors- *Measurement Techniques, *Oral Reading, *Reactive Behavior, *Reading Research, *Response Mode, Behavior Rating Scales, Grade 2, Grade 3, Grade 4, Ithaca, Reading Ability, Stimulus Behavior.

This study was designed to test the validity of response latency as a behavioral index to reading. Children in grades 2, 3, and 4 were shown a randomized list of 16 words consisting of eight real words and eight pseudowords. The time they took to give a verbal response to the word after its exposure was measured. The results showed that children are highly consistent in their behavior across trials and between the two types of words within trials. Younger children took longer to read real words than older children, latencies decreased over trials, and it took longer to read pseudowords than real words. While more errors were made in reading pseudowords rather than real words, younger children made more errors than did older ones. When frequency of errors was controlled, there were no differences in the latencies of real and nonsense words read incorrectly, but for correct responses, real words were read more quickly. These findings indicate the usefulness of response latency as a measure of reading. (GD)

72. ED 011 953
Pronounceability. Studies of Oral Reading, II.
By- Biemiller, Andrew J. Levin, Harry
Report Number BR-5-0617-6 Pub Date 65
Contract OEC-4-10-113
EDRS Price MF-$0.25 HC-$0.70 12p.

Descriptors- *Language Skills, *Measurement Techniques, *Oral Reading, *Reactive Behavior, *Response Mode, Grade 3, Grade 4, Ithaca, Reading Ability, Reading Research, Stimulus Behavior.

Verbal reaction times to word forms that differ in their pronounceability were assessed for significance of correlation. Single pseudowords of varying pronounceability were shown to 36 third and fourth graders, and their reaction times for oral responses were measured. The responses were tape recorded, and the period of time from the exposure of the word to the onset of the final pronunciation was measured. Correlations were acquired between mean response latencies and rated pronounceability per word by grade level and word length. The correlations were all significant and clearly indicated that the harder a word was to pronounce, the longer was the interval from the exposure of the word to the verbal response. (GD)

73. ED 011 954
Contingent Versus Non-Contingent Spelling Patterns. Studies of Oral Reading, III. Preliminary Draft.
By- Levin, Harry Biemiller, Andrew J.
Report Number BR-5-0617-7 Pub Date Jan 66
Contract OEC-4-10-113
EDRS Price MF-$0.25 HC-$1.20 22p.

Descriptors- *Language Skills, *Oral Reading, *Reactive Behavior, *Reading Ability, *Response Mode, Consonants, Grade 2, Grade 3, Grade 4, Ithaca, Measurement Techniques, Reading Research, Stimulus Behavior, Word Lists.

The effects which certain correspondences between spelling and sound have on reading were assessed. The 54 subjects were drawn in equal numbers from grades 2, 3, and 4. To compare the response latencies and the errors made when reading three intermixed lists of 12 words each, the children were asked to read aloud each word as it was presented on the screen. The first list contained words beginning with "c," "g," or "k" in some of their less common pronunciations. The second list contained words beginning with the same letters, but in their more common pronunciations. The third list contained words differing from the first list only in having initial letters with invariant spelling-to-sound correspondences. The oral responses to each presented word were tape recorded, and the interval between presentation of the word on the screen and the subjects response constituted the verbal reaction time. Errors were analyzed from a transcript of the tape. Longer latencies and more errors were found in using the first list, but no differences between the other two lists were observed. Results were most clear-cut for fourth graders. Analysis of the errors showed that most of the errors made on the first list consisted of giving the more common pronunciation of the first letter. The author's interpretation of the results was that the children responded to the single pronunciation pattern they had learned, the common one, and had difficulty with patterns with which they had little experience. He concluded that the contrastive pronunciation forms should be presented simultaneously to the child. (AL)

74. ED 011 956
Homographs in a Semantic Context. Studies in Oral Readings, VII. Preliminary Draft.
By- Ford, Boyce L. Levin, Harry

Report Number BR-5-1213-7 Pub Date Jan 67
Contract OEC-6-10-156
EDRS Price MF-$0.25 HC-$0.90 16p.

Descriptors- *Oral Reading, *Reading Processes, *Reading Speed, Ithaca, Visual Stimuli, Word Lists.

The effects of semantic context on the verbal reaction times of children reading homographs were studied by a comparison of the effects of word or letter cues preceding the homographs to be read. The investigator devised two experimental wordlists containing homographs preceded by one-word, semantically similar non-homographs and two control lists containing the same homographs in isolation or preceded by a meaningless consonant. The cue-homograph combinations were projected on the screen one item at a time. The time lapse between the visual presentation of the item and the verbal response of the subject was measured, and the reaction times for each of the four lists were compared. The subjects reaction times for the experimental lists were significantly faster than for the control lists. The results indicated that the shorter verbal response times resulting from the preceding semantic cues did not result from a priming effect resulting from a preceding stimulus. The author concluded that a preceding stimulus must be meaningful, either grammatically or semantically, to facilitate the reading of words. (AL)

75. ED 011 975
Children's Reading--Syntactic Structure and Comprehension Difficulty. Final Report.
By- Nurss, Joanne R.
Columbia Univ., New York, Teachers College
Report Number BR-6-8331 Pub Date Dec 66
Grant OEG-1-6-068331-1643
EDRS Price MF-$0.25 HC-$1.10 20p.

Descriptors- *Listening, *Pictorial Stimuli, *Reading Comprehension, *Reading Difficulty, *Syntax, Child Development, Grade 2, New York City, Primary Education, Vocabulary.

The concern of this study was the effect of sentences of varying structural complexity on primary grade children's oral reading, silent reading, and listening comprehension. The author prepared 36 one-sentence "stories" which varied in structural complexity as assessed by the depth hypothesis of structural depth (Yngve, 1960), sector analysis of structural depth (Allen, 1964), and traditional structural organization. One-half of the sentences represented different degrees of structural depth, and the other half, different types of structural organization. The structural organization sentences were ranked as complex, compound, and simple as defined by traditional grammar. All sentences were designed with the same interest and difficulty level and were approximately the same length. The subjects were 144 second-grade children, either screened by a vocabulary test or selected without the test. The sentence "stories" were experimentally rotated over the three tasks of oral reading, silent reading, and listening comprehension. Comprehension of each sentence was measured by a picture-comprehension test and an evaluation of oral-reading scores. The hypothesis that sentences of greater structural depth would be more difficult for children to read was partially supported by the oral-reading error data, but not by the picture-comprehension data. The hypothesis that sentences of more complex structural organization would be more difficult to read was not supported by either measure. (JH)

76. ED 012 369 AA 000 121
Mattleman, Marciene S.
An Evaluation of the Effects of an Enrichment Program on Six Year Old Children.
Temple Univ., Philadelphia, Pa.
Report Number CRP-5-316
Pub Date 66
EDRS Price MF-$1.25 HC-$14.70 292p.

Descriptors- *Compensatory Education, *Culturally Disadvantaged, *Enrichment Programs, *Grade 1, *Language Ability, Control Groups, Experimental Groups, Philadelphia.

This study was an experimental investigation of the effects of an enrichment program on a selected group of first graders. Its purpose was to determine whether children experiencing the experimental conditions showed greater growth in intelligence and achievement and greater use of functional language than a control group at the end of one school year. An additional objective was the analysis of oral language with reference to structural pattern, vocabulary, and fluency. The subjects were 141 first graders in two Philadelphia schools, both of which were located in low socioeconomic areas. One-half of the children received a supplementary enrichment program and the remainder, at another school, served as a control. The independent variable was the multisensory compensatory education program to facilitate growth in concept development administered 2 hours weekly to the experimental group as a supplement to classroom instruction. The author concluded that the compensatory education treatment (1) did not produce greater growth in intelligence, word knowledge skills, or word discrimination skills, (2) did not affect use of functional language, and (3) did not produce a significant difference in arithmetic skills. In addition, it was concluded that reading ability was significantly affected by mental ability, treatment, and the interaction of these two variables. (AL)

77. ED 012 834 AA 000 232
Summers, Edward G. and others
Published Research Literature in Reading, 1950-1963.
Indiana Univ., Bloomington, ERIC Ch. on Reading
Pub Date Nov 67
EDRS Price MF-$1.50 HC-$20.00 398p.

Descriptors- *Annotated Bibliographies, *Reading Research, Adult Programs, College Programs, Elementary Grades, Gray Summaries, Kindergarten, Preschool Programs, Secondary Grades.

This bibliography presents 1,913 citations and annotations on published research literature in reading taken from the Annual Summaries of Investigations in Reading compiled on a yearly basis by the Reading Research Center of the University of Chicago. The citations from the Annual Summaries for 1950-1963 were transferred to magnetic tape which was used to generate a special master for multilithing the publication. Complete bibliographic data for the journal sources used to compile the listing are given. The entries are arranged alphabetically by author in yearly segments. The bibliography covers the complete reading spectrum from preschool to college and adult years and presents research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading. Complete information on the development of the bibliography is included. (ES)

78. ED 013 344 AA 000 196
Laffey, James L.
Recent Reviews and Bibliographic Resources for Reading Research.
ERIC/CRIER Reading Review Series, Volume 1, Bibliography 1.
Indiana Univ., Bloomington, ERIC Ch. on Reading
Pub Date Aug 67
EDRS Price MF-$0.50 HC-$4.50 88p.

Descriptors- *Annotated Bibliographies, *Language Arts, *Reading Research, *Research Reviews (Publications), Adult Students, Clearinghouse on Retrieval of Information and Evaluation on Reading, College Students, Elementary Grades, Indiana University, Secondary Grades.

Descriptive abstracts of especially useful documents related to reading research and published between 1957 and 1966 are presented. Articles which reviewed research, analyzed topics in reading, or provided fairly extensive lists of references are included. The publication presents 259 entries arranged alphabetically by year and contains an author index. The bibliography can be utilized to gain a general idea of the existing sources of research information related to reading. All items in the bibliography have appeared in the published literature and can be located in libraries with good collections of journal literature in psychology and education. (RH)

79. ED 013 969 AA 000 237
Summers, Edward G. and others
Published Research Literature in Reading, 1964-1966.
Indiana Univ., Bloomington, ERIC Ch. on Reading
Pub Date Mar 68
EDRS Price MF-$0.75 HC-$9.10 180p.

Descriptors- *Annotated Bibliographies, *Reading Research, Adult Programs, College Programs, Elementary Grades, Kindergarten, Preschool Programs, Secondary Grades.

This bibliography presents 849 citations and annotations on published research literature on reading taken from the Annual Summaries of Investigations on Reading compiled on a yearly basis by the Reading Research Center of the University of Chicago. The citations from the Annual Summaries for 1964-66 were transferred to magnetic tape which was used to generate a special master for multilithing the publication. Complete bibliographic data for the journal sources used to compile the listing are given. The entries are arranged alphabetically by author in yearly segments. The bibliography covers the complete reading spectrum from preschool to college and adult years and presents research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading. Complete information on the development of the bibliography is included. (ES)

80. ED 013 970 AA 000 238
Summers, Edward G.
Published Research Literature in Reading, 1900-1949.
Indiana Univ., Bloomington, ERIC Ch. on Reading
EDRS Price MF-$2.00 HC-$24.90 496p. Pub Date Mar 68

Descriptors- *Annotated Bibliographies, *Reading Research, Adult Programs, College Programs, Elementary Grades, Kindergarten, Preschool Programs, Secondary Grades.

This bibliography presents 2,857 citations and annotations on published research literature on reading taken from the Annual Summaries of Investigations on Reading compiled on a yearly basis by the Reading Research Center of the University of Chicago. The citations from the Annual Summaries for 1900-1949 were transferred to magnetic tape which was used to generate a special master for multilithing the publication. Complete bibliographic data for the journal sources used to compile the listing are given. The entries are arranged alphabetically by author in yearly segments. The bibliography covers the complete reading spectrum from preschool to college and adult years and presents research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading. Complete information on the development of the bibliography is included. (ES)

81. ED 015 350 AA 000 286
Harris, Larry A.
Reports on Reading and the Disadvantaged--Elementary Level.
Indiana Univ., Bloomington, ERIC Ch. on Reading
Report Number ERIC-CRIER-Vol-1-BIBLIOGR-7
Pub Date Apr 68
EDRS Price MF-$0.50 HC-$5.65 111p.

Descriptors- *Culturally Disadvantaged, *Educational Programs, *Elementary Grades, *Reading Programs, *Research Reviews (Publications), Abstracts, Disadvantaged Youth, Reading Research.

A listing of reading projects and reports related to educational programs for the disadvantaged is presented. The "Educator's Complete ERIC Handbook" was reviewed, and the items relating to reading and the disadvantaged were selected for inclusion. The bibliography lists 164 informative documents on reading and the disadvantaged and covers a variety of topics and problems including general description, curriculum guides, materials, implementation, assumptions, evaluation, and general discussions of issues. Each entry includes citation data, index terms, and a descriptive abstract of the contents of the document. The majority of the reports has emerged from the experience of 23 major school districts in the great cities program. All documents reported are available from National Cash Register, ERIC Document Reproduction Service, 4936 Fairmont Avenue, Bethesda, Maryland 20014. Complete information about microfiche and hard copy prices is included with each document along with the ED number necessary for ordering the document. (Author)

82. ED 016 146 AA 000 288
Laffey, James L.
Reports on Reading and the Disadvantaged--Secondary Level.
Indiana Univ., Bloomington, ERIC Ch. on Reading
Report Number ERIC CRIER-VOL-1-BIBLIOGR-8
Pub Date May 68
EDRS Price MF-$0.50 HC-$4.35 85p.

Descriptors- *Annotated Bibliographies, *Culturally Disadvantaged, *Educational Programs, *Reading Programs, *Research Reviews.

This bibliography presents the abstracts of 121 projects and reports related to educational programs for the disadvantaged which were selected from the "Educator's Complete ERIC Handbook." A variety of areas is covered including general descriptions, curriculum guides, materials, implementation, assumptions, evaluation, and general discussions of issues. Each entry includes citation data, index terms, and a descriptive abstract of the document. The majority of the reports has emerged from the experience of 23 major school districts in the great cities program. All documents reported are available from National Cash Register, ERIC Document Reproduction Service, 4936 Fairmont Avenue, Bethesda, Maryland 20014. Complete information on microfiche and hard copy prices is included with each document along with the ED number necessary for ordering the document. (Author)

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How to Order Microfiche and Hard Copy Reproductions of Documents from the ERIC Document Reproduction Service

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This information must be furnished to order documents:

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